REPORT RESUMES

ED 016 750 UD 005 461

A MULTIPLE ACTIVITIES PROGRAM TO AID INTERCULTURAL DEVELOPMENT--TITLE I APPLICATION FOR ELEMENTARY AND SECONDARY EDUCATION ACT FUNDS.
OMAHA PUBLIC SCHOOLS, NEBR.

PUB DATE 13 OCT 67

EDRS PRICE MF-$0.50 HC-$5.04 124P.

DESCRIPTORS- *COMPENSATORY EDUCATION PROGRAMS, *PROGRAM PROPOSALS, *DATA, *DISADVANTAGED YOUTH, STUDENT ENROLLMENT, EXPENDITURES, PROGRAM EVALUATION, CENSUS FIGURES, ANCILLARY SERVICES, COMMUNITY COORDINATORS, INSERVICE TEACHER EDUCATION, LIBRARY SERVICES, SUMMER PROGRAMS, TEACHER ATTITUDES, RESOURCE CENTERS, CITY DEMOGRAPHY, FEDERAL PROGRAMS, FACILITY EXPANSION, MULTIPLE ACTIVITIES PROGRAM, OMAHA, NEBRAKSA, ESEA TITLE 1

THIS PROJECT PROPOSAL OUTLINES PLANS FOR A COMPREHENSIVE COMPENSATORY EDUCATION PROJECT. THE PROPOSAL CONTAINS THE APPLICATION FOR FEDERAL ASSISTANCE (BASIC DATA ON ENROLLMENT AND EXPENDITURES), PROGRAM DESCRIPTIONS, PLANS FOR EVALUATION OF THE PROGRAM, A REVIEW OF RELATED RESEARCH, AND STATEMENTS OF JUSTIFICATION FOR A COMPENSATORY EDUCATION PROJECT IN THE OMAHA SCHOOLS. THE PROJECT HAS PLANS FOR A MEDIA CENTER, EXTENDED USE OF STAFF AND FACILITIES, SUPPORTIVE PSYCHOLOGICAL SERVICES, USE OF COMMUNITY AIDES AND TEACHER CONSULTANTS, A VISITING TEACHER SERVICE, AN INSERVICE TRAINING PROGRAM, IMPROVEMENT OF LIBRARY SERVICES, AND A SUMMER PROGRAM. TO JUSTIFY ESTABLISHING A PROGRAM IN THE TARGET AREA, THE PROPOSAL PROVIDES CENSUS TRACT MAPS CONTAINING DEMOGRAPHIC DATA AND INFORMATION ABOUT THE AREA'S ECONOMIC AND SOCIAL CONDITIONS. IT ALSO PRESENTS DATA ON THE ACHIEVEMENT LEVELS OF THE STUDENTS IN THE PROJECT AREA SCHOOLS. (LB)

05461

ED016750

A Multiple Activities Program
to
Aid Intercultural Development

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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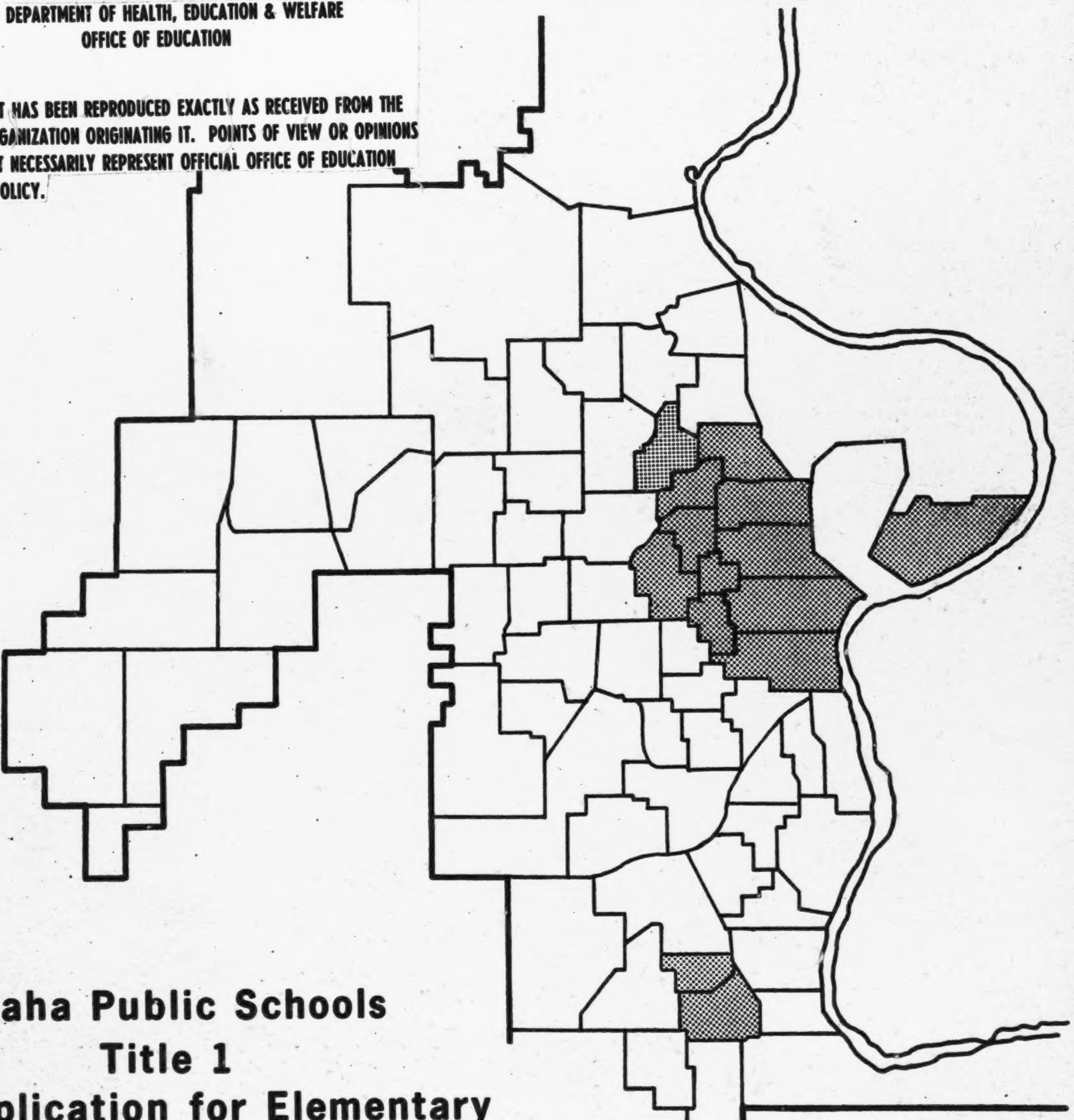

Omaha Public Schools
Title 1
Application for Elementary and Secondary Education Act Funds

UD 005 461

STATE BOARD OF EDUCATION
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State of Nebraska
Department of Education
FLOYD A. MILLER
COMMISSIONER OF EDUCATION
STATE CAPITOL LINCOLN 68509

October 13, 1967

TO: Dr. Owen A. Knutzen, Superintendent, Omaha, Nebraska 3902 Davenport Street 68131

FROM: Floyd A. Miller, Commissioner of Education

RE: Project Approval, Title I, ESEA

A copy of your approved Title I, ESEA application is enclosed. You may begin funding the project specified in the application as of the date of approval, August 30, 1967 . Your application was approved in the amount of $ 652,831.00.

This project number is 68-169. The State serial number for your school is 37-28-001 . Please use these identification numbers in all correspondence and in completing all required reports.

The first payment will be made on the basis of a quarterly report which should be submitted as soon as possible. Forms for this purpose are enclosed. Later payments will be made on the basis of quarterly reports which must be submitted to the Title I office by the tenth day of the first month of each succeeding quarter (Jan. 10, April 10, July 10, and October 10).

If you have any questions concerning your project activities, please feel free to contact our office.

Sincerely yours,

FLOYD A. MILLER
COMMISSIONER OF EDUCATION

By Jack P Krueger
Jack P. Krueger
Coordinator of Federal Programs

FAM:ac
Enc.

DOCUMENT FILMED FROM BEST AVAILABLE COPY

PART I

BASIC DATA

4304
. 6-66) DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

APPLICATION FOR FEDERAL ASSISTANCE for the Education of Children from Low-Income Families under Title I of Public Law 89-10

PART 1--BASIC DATA

ease read the Instructions before completing this form.
be completed by Local Educational Agency once only, for Fiscal Year ~~1966-67~~. 67-68

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY

STATE CODE	COUNTY CODE	LOCAL EDUCATIONAL AGENCY NO.	SMSA CLASS	MAXIMUM BASIC GRANT
				$

SIGNATURE OF SEA OFFICIAL	DATE SIGNED

1 AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS. *(See Instructions)*

A	~~FY-1963-64~~ 64-65	$ 384.59
B	~~FY-1964-65~~ 65-66	$ 405.48
C	~~FY-1965-66~~ 66-67	$ 440.71

2 PUBLIC SCHOOLS OPERATED BY LEA *(Fall 1967)*

A TOTAL NUMBER OF SCHOOLS 97
B TOTAL ENROLLMENT 60,267
C GRADE SPAN Kdgn. to 12

3 CHILDREN RESIDING IN APPLICANT'S DISTRICT OF AN AGE APPROPRIATE TO ATTEND SCHOOLS OPERATED BY APPLICANT *(Fall 1967)*

	NO. OF CHILDREN	NUMBER
A	ENROLLED IN PUBLIC SCHOOLS	60,000
B	ENROLLED IN NON-PUBLIC SCHOOLS	28,000
C	NOT ENROLLED IN ANY SCHOOL	12,000
D	(Add A, B, and C) TOTAL:	100,000
E	NUMBER OF CHILDREN (in Item D) WHO COME FROM LOW-INCOME FAMILIES	17,000

CONCENTRATION OF CHILDREN FROM LOW-INCOME FAMILIES IN DISTRICT

A DISTRICT-WIDE PERCENTAGE (Item 3E ÷ 3D) 17 %
B AVERAGE NUMBER PER SCHOOL ATTENDANCE AREA (Item 3E ÷ 2A) = 175

SOURCE OF DATA USED FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES IN ITEM 3 ("X" as many as apply)

A ☒ U. S. CENSUS BUREAU
B ☒ AID FOR DEPENDENT CHILDREN
C ☐ FREE SCHOOL LUNCH
D ☒ SCHOOL SURVEY
E ☐ HEALTH STATISTICS
F ☒ HOUSING STATISTICS
G ☒ EMPLOYMENT STATISTICS
H ☐ OTHER *(Specify)*:

6 ATTENDANCE AREAS ELIGIBLE FOR TITLE I PROJECTS

NAME OF PUBLIC SCHOOL	NUMBER OF CHILDREN RESIDING IN ATTENDANCE AREA SERVED		
	TOTAL	FROM LOW-INCOME FAMILIES	
		NUMBER	PER-CENT (Col. 3 ÷ 2)
1	2	3	4
Central Grade	583	423	.72
Conestoga	627	521	.83
Druid Hill	867	486	.56
Franklin	2,115	883	.42
Highland	1,134	854	.75
Indian Hill	1,471	898	.61
Kellom	1,467	1,188	.81
Kennedy	1,373	700	.51
Lake	1,737	1,529	.88
Long	1,293	1,112	.86
Lothrop	2,827	2,035	.72
Monmouth Park	1,317	685	.52
Pershing	879	448	.51
(See Supplementary Sheet)			

7 CHARACTERISTICS OF EDUCATIONALLY DEPRIVED CHILDREN (RESIDING IN ELIGIBLE ATTENDANCE AREAS) WHICH INDICATE THEIR NEED FOR SPECIAL EDUCATIONAL ASSISTANCE UNDER TITLE I. (See Instructions for Code No. and Characteristics.)

CODE NO.	CHARACTERISTICS OF CHILDREN	GRADE LEVEL OF CHILDREN	NUMBER OF CHILDREN
	1	2	3
11	Poor performance on standardized tests	E-S	12,000
21	Poor performance on standardized intellectual ability	E-S	5,000
22	Low level in verbal functioning	K&E	3,460
32	Negative attitude toward school & ed. 7 thru 12	E&S	4,000
33	Low occup. & educational aspiration level	E&S	4,000
42	High absentee rate	S	1,277
53	Emotional & social instab.	E&S	1,000
61	Mentally Retarded	E&S	2,000

CERTIFICATION OF LOCAL EDUCATIONAL AGENCY

I CERTIFY that, to the best of my knowledge, the information contained herein is correct and complete.

GAL NAME OF LOCAL EDUCATIONAL AGENCY: Omaha Public Schools
AILING ADDRESS *(Street, City or Town, Zip Code)*: 3902 Davenport Street, Omaha 68131
UNTY: Douglas
STATE: Nebraska
AME AND TITLE OF LEA CONTACT PERSON: Don Warner, Assistant Superintendent

NAME AND TITLE OF AUTHORIZED LEA REPRESENTATIVE: Dr. Owen A. Knutzen, Superintendent
SIGNATURE: Owen A. Knutzen
TELEPHONE *(Area Code and No.)*: 556-6600 Area 402
DATE SIGNED: 8-22-67
MAILING ADDRESS: 3902 Davenport Street, Omaha
TELEPHONE NO.: 556-6600 Area 402

UDGET BUREAU NO. 51-R518
PPROVAL EXPIRES 6-30-67

COPY 1 — STATE EDUCATIONAL AGENCY

Supplementary Sheet

6. Attendance Areas Eligible for Title I Projects

Saratoga	2,087	981	.47
Webster	895	680	.76
Mann Junior	1,091	458	.42
Technical Jr.	831	548	.66
Technical High	1,900	450	.24

Institutions

Boystown	907	N.A.	N.A.
Creche Childrens' Home	7	N.A.	N.A.
Good Shepard Home	200	N.A.	N.A.
Nebraska Children's Home Society	22	N.A.	N.A.
Uta Halee	21	N.A.	N.A.

OE 4375 (REV. 7-67)

BUDGET BUREAU NO. 51-R581

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ANNUAL STATISTICAL REPORT OF TITLE I PROGRAM ACTIVITIES
For Fiscal Year ending June 30, 1967
ESEA, P.L. 89-10, as amended

FOR OOE USE ONLY	
1 FILE CONTROL NUMBER	
FOR SEA USE ONLY	
2 STATE CODE	
3 COUNTY CODE	
4 AGENCY CODE *(State or Local)*	

INSTRUCTIONS:

1. Prepare a separate "Statistical Report" (Original and one copy) to cover each of the special Title I programs conducted by your agency for fiscal year ending June 30, 1967.
2. Submit completed report to the Office of Education on or before Oct. 1, 1967.

TO BE COMPLETED BY STATE AND LOCAL EDUCATIONAL AGENCIES PARTICIPATING IN TITLE I PROGRAM ACTIVITIES

5 IDENTIFICATION OF REPORTING AGENCY

A LEGAL NAME OF AGENCY *(State or Local)*: Omaha Public Schools

F NAME AND TITLE OF AUTHORIZED AGENCY REPRESENTATIVE: Dr. Owen A. Knutzen

B ADDRESS *(Street, City or Town)*:
3902 Davenport Street
Omaha, Nebraska

C. ZIP CODE: 68131

G SIGNATURE OF AUTHORIZED REPRESENTATIVE:

D COUNTY: Douglas

E. STATE: Nebraska

H TELEPHONE *(Area Code and Number)*: Area 402 556-6600

I. DATE OF SIGNATURE:

J NAME AND ADDRESS OF CONTACT PERSON *(If different from 5 F above)*:
Don Warner
3902 Davenport St., Omaha, Nebraska 68131

K. TELEPHONE: Area 402 556-6600

6 TYPE OF PROGRAM CONDUCTED (Check only one box to identify the type of program being reported on)

- A ☒ LEA PROGRAM FOR CHILDREN IN LOW-INCOME AREAS OR FOR CHILDREN IN INSTITUTIONS NOT INCLUDED IN B OR C BELOW
- B ☐ LEA PROGRAM CONDUCTED SOLELY FOR NEGLECTED CHILDREN IN INSTITUTIONS — 1. ADMIN. CONTROL ("X" one) 1 ☐ PUBLIC 2 ☐ PRIVATE
- C ☐ LEA PROGRAM CONDUCTED SOLELY FOR DELINQUENT CHILDREN IN INSTITUTIONS — 1. ADMIN. CONTROL ("X" one) 1 ☐ PUBLIC 2 ☐ PRIVATE
- D ☐ STATE AGENCY PROGRAM FOR CHILDREN IN SCHOOLS FOR HANDICAPPED CHILDREN
- E ☐ STATE AGENCY PROGRAM FOR NEGLECTED CHILDREN IN INSTITUTIONS
- F ☐ STATE AGENCY PROGRAM FOR DELINQUENT CHILDREN IN INSTITUTIONS
- G ☐ STATE EDUCATIONAL AGENCY PROGRAM FOR MIGRATORY CHILDREN

7 AVERAGE PER PUPIL EXPENDITURE FROM NON-FEDERAL FUNDS FOR SCHOOL YEAR 1965-66 (FY 1966) $ ______

8 TOTAL RESIDENT ENROLLMENT FOR WHOM AGENCY IS RESPONSIBLE

A Total Number Enrolled in Public Schools	B Total Number Enrolled in Private Schools	C Total Number of Out of School Youth	D Total Number of Children *(Sum of A, B, & C)*	E Children in Item 8D who come from Low-Income Families	F Children in Item 8D who come from Institutions
12,997	2,291	2,100	17,388	14,879	1,157

9 DID YOUR AGENCY PARTICIPATE IN TITLE I COOPERATIVE PROJECTS IN FY 1967? 1 ☐ YES 2 ☐ NO *(If "Yes", complete items 9A, B, and C below.)*

A HOW MANY COOPERATIVE PROJECTS DID YOUR AGENCY PARTICIPATE IN DURING FISCAL YEAR 1967? ______

B HOW MANY CHILDREN FROM ANOTHER AGENCY PARTICIPATED IN A TITLE I COOPERATIVE PROJECT OPERATED BY YOUR AGENCY? ______

C HOW MANY CHILDREN FROM YOUR AGENCY PARTICIPATED IN A TITLE I COOPERATIVE PROJECT OPERATED BY ANOTHER AGENCY? ______

10 SCHOOLS OPERATED OR SUPPORTED BY AGENCY

A TOTAL NUMBER OF SCHOOLS	B TOTAL ENROLLMENT, INCLUDING NON-RESIDENT PUPILS
97	60,267

11	TOTAL NUMBER OF CHILDREN WHO PARTICIPATED IN TITLE I PROGRAM
A	NUMBER OF CHILDREN WHO PARTICIPATED IN TITLE I PROGRAM BY GRADE LEVEL

		AT ANY TIME, INCLUDING SUMMER *(Unduplicated Count)*						SUMMER PROGRAM					
	GRADE LEVEL	PUBLIC SCHOOL	PRIVATE SCHOOL	INSTITUTION NEG.	INSTITUTION DEL.	OUT OF SCHOOL YOUTH	TOTAL	PUBLIC SCHOOL	PRIVATE SCHOOL	INSTITUTION NEG.	INSTITUTION DEL.	OUT OF SCHOOL YOUTH	TOTAL
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1	PRE-K	235					235	219					219
2	K	1454					1454	267					267
3	1	1451	145	6			1602	582	4				586
4	2	1318	133	9			1460	628	6	1			635
5	3	1213	136	16			1365	470	4	3			477
6	4	1100	150	23			1273	725	9				734
7	5	1030	123	29	5		1187	755	11	2			768
8	6	860	131	48	13		1052	700	10	4			714
9	7	941	120	71	37		1169	95	12				107
10	8	927	116	81	41	3	1168	184	14			3	201
11	9	876	29	107	101	13	1126	154	8		13	13	188
12	10	574	32	94	117	23	840	201	9		27	23	260
13	11	433	37	109	108	17	704	189	3		23	17	232
14	12	420	32	79	63	6	600	266	1		22	6	295
15	UN-GRADED	150					150	29					29
16	TOTAL	12982	1184	672	485	62	15385	5464	91	10	85	62	5712

B NUMBER OF CHILDREN INCLUDED IN 11A WHO PARTICIPATED (AT ANY TIME) IN PROJECT ACTIVITIES DESIGNED SPECIFICALLY FOR HANDICAPPED CHILDREN BY GRADE SPAN AND TYPE OF HANDICAP *(Unduplicated count, each child to be reported only once by major handicap)*

	GRADE SPAN	MENTALLY RETARDED	HARD OF HEARING	DEAF	SPEECH IMPAIRED	VISUALLY HANDI-CAPPED	SERIOUSLY EMOTION. DISTURBED	CRIPPLED	OTHER HEALTH IMPAIRED	TOTAL
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	PREKINDERGARTEN		3			13				16
2	K - ELEMENTARY	226	210		2113	27		85		2661
3	SECONDARY	678	15		26	6		10		735
4	UNGRADED	60	12		2			9		83
5	TOTAL:	964	240		2141	46		104		3495

C. NUMBER OF CHILDREN INCLUDED IN 11A ENROLLED IN PUBLIC OR PRIVATE SCHOOLS WHO PARTICIPATED IN PROJECTS SPECIFICALLY FOR HANDICAPPED CHILDREN BY TERM

	(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1	PUBLIC	AT ANY TIME	964	240		2141	46		104		3495
2	PRIVATE										
3	PUBLIC	SUMMER PROGRAM	28			216					244
4	PRIVATE										

D NUMBER OF CHILDREN WHO PARTICIPATED (AT ANY TIME) IN TITLE I PROGRAM BY RACIAL AND ETHNIC CHARACTERISTICS *(Unduplicated count)*

1. WHITE	2. NEGRO	3. AMERICAN INDIAN	4. PUERTO RICAN	5. MEXICAN AMERICAN	6. OTHER *(Specify):*	7. TOTAL *(Same as item 11A, line 16, Col. 7)*
5558	9562	224	31	58	Oriental 36	15385

12 PROGRAM STAFF MEMBERS EMPLOYED AND TOTAL SALARY PAID FOR SERVICES PERFORMED (See OE Handbook IV for assignments)

	ACTIVITY ASSIGNMENT	NUMBER OF PROGRAM STAFF MEMBERS EMPLOYED				TOTAL SALARY PAID *(Rounded to nearest dollar)*
		AT ANY TIME		SUMMER PROGRAM		
		FULL TIME	PART TIME	FULL TIME	PART TIME	
	(1)	(2)	(3)	(4)	(5)	(6)
A	TOTAL NUMBER OF STAFF MEMBERS	91	375	31	84	$ 503,139
B	STAFF MEMBERS BY ASSIGNMENT					
1	TEACHING - PRE-KINDERGARTEN		12		12	5,568
2	TEACHING - KINDERGARTEN		18		18	8,352
3	TEACHING - ELEMENTARY	9	251	6	1	194,963
4	TEACHING - SECONDARY	2	56			28,578
5	TEACHING - UNGRADED		1		1	928
6	TEACHER AIDE					
7	LIBRARIAN					
8	LIBRARY AIDE	8			5	15,717
9	SUPERVISION		5		5	5,320
10	DIRECTION AND MANAGEMENT	9				74,447
11	COUNSELING		2			2,056
12	PSYCHOLOGIST	6		6		27,019
13	TESTING		19		19	5,435
14	SOCIAL WORK					
15	ATTENDANCE	22			15	60,030
16	NURSE	2				11,800
17	PHYSICIAN					
18	DENTIST					
19	CLERICAL	17	11	3	8	50,026
20	OTHER PROFESSIONAL					
21	OTHER NON-PROFESSIONAL	16		16		$ 12,900

	TEACHERS WHO WERE EMPLOYED FOR ACTIVITIES SPECIFICALLY DESIGNED FOR HANDICAPPED CHILDREN	NUMBER OF TEACHERS EMPLOYED				TOTAL SALARY *(Rounded to nearest dollar)*
C		AT ANY TIME		SUMMER PROGRAM		
		FULL TIME	PART TIME	FULL TIME	PART TIME	
	(1)	(2)	(3)	(4)	(5)	(6)
1	MENTALLY RETARDED	2	1	1	1	$ 7,782
2	HARD OF HEARING	1				6,174
3	DEAF					
4	SPEECH IMPAIRED	5		5		2,429
5	VISUALLY HANDICAPPED	2				10,365
6	SERIOUSLY EMOTIONALLY DISTURBED					
7	CRIPPLED	1				12,715
8	OTHER HEALTH IMPAIRED					
9	TOTAL:	11	1	6	1	$ 39,465

D	VOLUNTEERS INVOLVED IN TITLE I PROGRAM ACTIVITIES	1. Number who served at at any time 260	2. Number who served during summer 34

13 LOCATION AND SCHEDULE OF PROGRAM ACTIVITIES FOR PUBLIC AND PRIVATE SCHOOL CHILDREN (Note. A Child may have participated under more than one arrangement and accordingly would be counted more than once.)

	LOCATION OF ACTIVITIES	NUMBER OF CHILDREN SERVED AT ANY TIME						NUMBER OF CHILDREN SERVED DURING SUMMER	
		PUBLIC SCHOOL CHILDREN			PRIVATE SCHOOL CHILDREN				
		DURING SCHOOL HOURS	BEFORE OR AFTER SCHOOL HOURS	WEEK-ENDS	DURING SCHOOL HOURS	BEFORE OR AFTER SCHOOL HOURS	WEEK-ENDS	PUBLIC SCHOOL CHILDREN	PRIVATE SCHOOL CHILDREN
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	PUBLIC SCHOOL GROUNDS ONLY	15097	2285	2331	2291	128	217	9279	57
2	PRIVATE SCHOOL GROUNDS ONLY								
3	BOTH PUBLIC & PRIVATE GROUNDS								
4	ON INSTITUTIONAL GROUNDS								
5	OTHER								

14 PROGRAM INSTRUCTIONAL AND SERVICE ACTIVITIES (At Any Time) Note. A child may be counted more than once.

ACTIVITIES	TOTAL NUMBER OF CHILDREN WHO PARTICIPATED IN INSTRUCTIONAL AND SERVICE ACTIVITIES						ESTIMATED COST OF ACTIVITY *(Rounded to nearest dollar)*
	ALL PARTICIPANTS BY GRADE SPAN *(Public, Private, Out of School, and Institutionalized)*				ENROLLED IN PRIVATE SCHOOLS	FROM INST'NS FOR NEL. & DEL.	
	PRE-K	KINDERGARTEN	GRS. 1-6	GRS. 7-12			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A INSTRUCTIONAL ACTIVITIES							
1 ART			1027	89	37		43,216
2 BUSINESS EDUCATION				59			2,479
3 CULTURAL ENRICHMENT			286	23			12,112
4 ENGLISH - READING			2621	81	139		113,818
5 ENGLISH - SPEECH				9			390
6 ENGLISH - 2ND LANGUAGE			266	5	24		11,641
7 FOREIGN LANGUAGE			110	9			4,986
8 HOME ECONOMICS				140	17		7,184
9 INDUSTRIAL ARTS				95			5,561
10 MATHEMATICS			1740	103	57		78,395
11 MUSIC			1459	208	156		72,194
12 PHYS. ED./RECREATION			635	193	78		37,248
13 NATURAL SCIENCE			46	41			2,886
14 SOCIAL SCIENCE							
15 VOCATIONAL EDUCATION							
16 SPECIAL ACTIVITIES FOR HANDICAPPED	16	110	2339	786			51,096
17 PRE-K & K (EXCEPT FOR HANDICAPPED)	219	225					10,038
18 OTHER				227			8,986
19 TOTAL ESTIMATED EXPENDITURES FOR INSTRUCTIONAL ACTIVITIES *(Sum of 1 - 18)* →							462,230
B SERVICE ACTIVITIES							
1 ATTENDANCE	235	1513	7796	5278			66,508
2 CLOTHING							
3 FOOD			407	97			2,435
4 GUIDANCE/COUNSELING		4	63	348			3,262
5 HEALTH - DENTAL							
6 HEALTH - MEDICAL			5183	11470			12,169
7 LIBRARY	235	1513	7796	5278			45,310
8 PSYCHOLOGICAL	1377	1303	1822	348			75,480
9 SOCIAL WORK							
10 SPEECH THERAPY		42	599	9	11		2,429
11 TRANSPORTATION	4073	1031	33666	13271	3070	182	53,881
12 SPECIAL ACTIVITIES FOR HANDICAPPED							
13 OTHER	235	1513	7796	5278			16,425
14 TOTAL ESTIMATED EXPENDITURES FOR SERVICE ACTIVITIES *(Sum of 1 - 13)* →							

C	NUMBER OF TITLE I STAFF MEMBERS WHO RECEIVED INSERVICE EDUCATION	1. NUMBER 265	2. ESTIMATED COST →	53,391
D	NUMBER OF PARENTS WHO RECEIVED COUNSELING AND OTHER SERVICES	1. NUMBER 12,000	2. ESTIMATED COST →	included above
E	TOTAL ESTIMATED EXPENDITURES *(Sum of A19, B14, C, and D)* →			793,520

15 AMOUNT OF TITLE I FUNDS ALLOCATED, APPROVED, AND EXPENDED, FY ENDING JUNE 30, 1967 (At Any Time)

A TOTAL ALLOCATION	B TITLE I FUNDS APPROVED *(Rounded to nearest dollar)*			
	1. FOR REPORTING AGENCY	2. FROM OTHER COOP. AGENCIES	3. TO OTHER COOP. AGENCIES	4. TOTAL NET AMOUNT APPROVED FOR THIS PROGRAM
$ 808,010	$808,010	$	$	$ 808,010

C ESTIMATED EXPENDITURES FOR: →	1. EQUIPMENT	2. CONSTRUCTION	3. OTHER	4. TOTAL
	$ 39,601	$	$ 753,919	$793,520

16 OUTSTANDING FEATURES AND ACCOMPLISHMENTS OF THE FY 1967 TITLE I PROGRAM (Optional Item - Use reverse side)

17 PROGRAM INSTRUCTIONAL AND SERVICE ACTIVITIES (Summer Program) Note. A child may be counted more than once.

	ACTIVITIES	TOTAL NUMBER OF CHILDREN WHO PARTICIPATED IN INSTRUCTIONAL AND SERVICE ACTIVITIES						ESTIMATED COST OF ACTIVITY *(Rounded to nearest dollar)*
		ALL PARTICIPANTS BY GRADE SPAN *(Public, Private, Out of School, and Institutionalized)*				ENROLLED IN PRIVATE SCHOOLS	FROM INST'NS FOR NEL. & DEL.	
		PRE-K	KINDER-GARTEN	GRS. 1-6	GRS. 7-12			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A	**INSTRUCTIONAL ACTIVITIES**							
1	ART	▨	▨	795	22	17		20,678
2	BUSINESS EDUCATION	▨	▨		59			1,339
3	CULTURAL ENRICHMENT	▨	▨	208	20			4,577
4	ENGLISH - READING	▨	▨	1842	57	41		37,229
5	ENGLISH - SPEECH	▨	▨		9		2	592
6	ENGLISH - 2ND LANGUAGE	▨	▨	214		13		5,043
7	FOREIGN LANGUAGE	▨	▨	110	9			2,716
8	HOME ECONOMICS	▨	▨		73	2		2,274
9	INDUSTRIAL ARTS	▨	▨		24			1,231
10	MATHEMATICS	▨	▨	1624	78	21		33,235
11	MUSIC	▨	▨	1137	130	59		27,919
12	PHYS. ED./RECREATION	▨	▨	90	96	29		4,943
13	NATURAL SCIENCE	▨	▨	46	23			1,447
14	SOCIAL SCIENCE	▨	▨					
15	VOCATIONAL EDUCATION	▨	▨	-				
16	SPECIAL ACTIVITIES FOR HANDICAPPED		42	194	9	11		2,562
17	PRE-K & K (EXCEPT FOR HANDICAPPED)	219	225	▨	▨			10,038
18	OTHER	▨	▨					
19	TOTAL ESTIMATED EXPENDITURES FOR INSTRUCTIONAL ACTIVITIES *(Sum of 1 - 18)* →							155,823
B	**SERVICE ACTIVITIES**							
1	ATTENDANCE	219	267	6258	609	193	2	13,169
2	CLOTHING			-				
3	FOOD			1267	944			1,981
4	GUIDANCE/COUNSELING		4	63	348			3,262
5	HEALTH - DENTAL							
6	HEALTH - MEDICAL							
7	LIBRARY	219	267	6258	609	193	2	15,526
8	PSYCHOLOGICAL	187	399	681	191			35,842
9	SOCIAL WORK							
10	SPEECH THERAPY		42	166	9	11		2,429
11	TRANSPORTATION	987	567	23565	1486	457		15,433
12	SPECIAL ACTIVITIES FOR HANDICAPPED			28				1,152
13	OTHER Dissemination & Evaluation	219	267	6258	609	193	2	6,901
14	TOTAL ESTIMATED EXPENDITURES FOR SERVICE ACTIVITIES *(Sum of 1 - 13)* →							95,695

C	NUMBER OF TITLE I STAFF MEMBERS WHO RECEIVED INSERVICE EDUCATION	1. NUMBER 34	2. ESTIMATED COST →	11,000
D	NUMBER OF PARENTS WHO RECEIVED COUNSELING AND OTHER SERVICES	1. NUMBER 3,000	2. ESTIMATED COST →	included above
E	TOTAL ESTIMATED EXPENDITURES *(Sum of A19, B14, C, and D)* →			262,518

18 AMOUNT OF TITLE I FUNDS ALLOCATED, APPROVED, AND EXPENDED, FY ENDING JUNE 30, 1967 (Summer)

A TOTAL ALLOCATION	B TITLE I FUNDS APPROVED *(Rounded to nearest dollar)*			
Included in yearly allocation $ (12 month program)	1. FOR REPORTING AGENCY	2. FROM OTHER COOP. AGENCIES $	3. TO OTHER COOP. AGENCIES $	4. TOTAL NET AMOUNT APPROVED FOR THIS PROGRAM $

C ESTIMATED EXPENDITURES FOR: →	1. EQUIPMENT $ 15,906	2. CONSTRUCTION $ —	3. OTHER $ 246,612	4. TOTAL $ 262,518

19 OUTSTANDING FEATURES AND ACCOMPLISHMENTS OF THE FY 1967 TITLE I SUMMER PROGRAM (Optional Item)

U.S. GOVERNMENT PRINTING OFFICE : 1967 O - 274-096

PART II

PROJECT APPLICATION

OE 4305 (Rev. 6-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D. C. 20202

BUDGET BUREAU NO. 51-R518
APPROVAL EXPIRES 6-30-67

APPLICATION FOR FEDERAL ASSISTANCE FOR THE EDUCATION OF CHILDREN FROM LOW-INCOME FAMILIES

under Title I of Public Law 89-10

PART II—PROJECT APPLICATION

TO BE COMPLETED BY STATE EDUCATIONAL AGENCY

STATE CODE	STATE PROJECT NO.	SMSA CLASS	CONG. DISTRICT	SIGNATURE (*Authorized SEA Official*)	DATE APPROVED	TOTAL AMOUNT APPROVED FOR THIS PROJECT
						$

	COUNTY CODE 1	LEA CODE NUMBER 2	LEA PROJECT NO. 3	LEA MAXIMUM BASIC GRANT 4	AMOUNT APPROVED FOR THIS PROJECT 5
A				$	$
B					
C					
D					

PROJECT INFORMATION

Please read the Instructions before completing this Application.

CERTIFICATION OF LOCAL EDUCATIONAL AGENCY

The applicant designated below hereby applies to the State Educational Agency for a grant of Federal Funds to provide activities and services for meeting the special educational needs of educationally deprived children residing in public school attendance areas having high concentrations of children from low-income families as set forth in this application.

I CERTIFY that, to the best of my knowledge, the information contained in this Application is correct and complete, that the local educational agency named below has authorized me, as its representative, to file this Application, and that such action is recorded in the minutes of the agency's meeting held on August 21, 19 67.

LEGAL NAME OF LOCAL EDUCATIONAL AGENCY Omaha Public Schools	NAME AND TITLE OF AUTHORIZED LEA REPRESENTATIVE Dr. Owen A. Knutzen, Superintendent
MAILING ADDRESS (*Street, City or Town, Zip Code No.*) 3902 Davenport Street, Omaha 68131	SIGNATURE

COUNTY	STATE	TELEPHONE (*Area Code and No.*)	DATE SIGNED
Douglas	Nebraska	556-6600, Area 402	

NAME AND TITLE OF LEA CONTACT PERSON	MAILING ADDRESS	TELEPHONE NO.
Don Warner.	3902 Davenport Street, Omaha, Nebr.	556-6600 Area 402

1	BRIEF TITLE OF PROJECT Multiple Activities Program	3	TIME SCHEDULE OF PROJECT (*Dates of first and last activity or service*)
2	IS THIS PROJECT A CONTINUATION OF A TITLE I PROJECT APPROVED IN FY 1966? 1 ☒ YES 2 ☐ NO 67-067 amended 7/10/67 to: *If "Yes," Give FY 1966 State Project No.* ~~67-567~~		BEGINNING DATE (*Mo., Day, Year*) September 1, 1967 ENDING DATE (*Mo., Day, Year*) August 31, 1968

4	FEDERAL FUNDS REQUESTED	AMOUNT
A	FOR PROJECT OPERATION (*Enter amount from Item 8A, Col. 6*)	$ 652,831
B	FOR PROJECT CONSTRUCTION (*Enter amount from Item 8B, Col. 3*)	$
C	(Sum of A + B) = TOTAL:	$ 652,831

5 PROJECT AREA (*Identify attendance area(s) by name(s) of public schools*)

NAME OF PUBLIC SCHOOL 1	FOR COOPERATIVE PROJECTS ONLY (*Give name of LEA for each school*) 2
Central Grade	Omaha Public Schools
Conestoga	Omaha Public Schools
Druid Hill	Omaha Public Schools
Franklin	Omaha Public Schools
Highland	Omaha Public Schools
Indian Hill	Omaha Public Schools
Kellom	Omaha Public Schools
Kennedy	Omaha Public Schools
Lake	Omaha Public Schools
Long	Omaha Public Schools
(See Supplementary Sheet)	

PROJECT PARTICIPANTS

A NUMBER OF CHILDREN TO PARTICIPATE IN PROJECT

	GRADE OR GRADE GROUPINGS ("X" each grade level to be served) 1	ENROLLED IN PUBLIC SCHOOLS 2	ENROLLED IN NON-PUBLIC SCHOOLS 3	NOT ENROLLED IN ANY SCHOOL 4	TOTAL (Cols. 2+3+4) 5
1	☒ PRE-KINDERGARTEN	250			250
2	☒ KINDERGARTEN	1,570			1,570
3	GRADES 1 ☒ 2 ☒ 3 ☒	4,230	427		4,657
4	4 ☒ 5 ☒ 6 ☒	3,206	502		3,708
5	7 ☒ 8 ☒ 9 ☒	2,744	698		3,442
6	10 ☒ 11 ☒ 12 ☒	1,427	664		2,091
7	☒ UNGRADED	150			150
8	TOTAL:	13,577	2,291	2,100	17,968
9	NUMBER OF CHILDREN (*in above total*) NOT IN ANY OTHER FY 1967 PROJECT				
10	TOTAL NUMBER OF CHILDREN IN PROJECT AREA (*same grade levels*)	13,577	2,291	2,100	17,968

B	NUMBER OF PARENTS TO PARTICIPATE IN THIS PROJECT	NUMBER 5,000

7 PROJECT STAFF MEMBERS

A NUMBER OF STAFF MEMBERS TO BE ENGAGED BY SOURCE OF SALARY

HANDBOOK IV CLASS NO.	MAJOR ACTIVITY ASSIGNMENT 1	SALARY INCLUDED IN PROJECT BUDGET 2	SALARY NOT INCLUDED IN PROJECT BUDGET 3	UNPAID VOLUNTEERS 4
2230-01	TEACHER ☒ PRE-KINDERGARTEN	12		
	☒ KINDERGARTEN	18		
	☒ ELEMENTARY	250		225
	☒ SECONDARY	56		35
	☒ HANDICAPPED	1		
02	TEACHER AIDE			
03	LIBRARIAN	10		
04-09	SUPERVISION—ADMIN.	10		
10	CLERICAL	22		
15-17	COUNSELING, PSYCHOLOGIST OR TESTING	6		
18-19	SOCIAL WORK—ATTENDANCE			
20	NURSE	2		
21	PHYSICIAN			
22-23	DENTAL			
11-14 24-31	OTHER			
	TOTAL:	387		260

B NUMBER OF STAFF MEMBERS TO RECEIVE IN-SERVICE TRAINING

MAJOR ACTIVITY ASSIGNMENT		NUMBER
2230.01	TEACHER	431
2230.02	TEACHER AIDE	75
2230.03-31	OTHER	185
	TOTAL:	691

8 PROJECT BUDGET (*Estimated amount of Federal funds required for project operation and construction of school facilities*)

A OPERATION — *Cost directly attributable to project activities and services*

HANDBOOK II CLASS. NO. 1	EXPENDITURE ACCOUNT 2	ESTIMATED AMOUNT OF FEDERAL FUNDS SALARIES 3	CONTRACTED SERVICES 4	OTHER EXPENSES 5	TOTAL 6
100	ADMINISTRATION	101,304		5,956	107,260
200	INSTRUCTION	331,684		73,682	405,366
300	ATTENDANCE SERVICES	65,400		6,000	71,400
400	HEALTH SERVICES	13,625		300	13,925
500	PUPIL TRANSPORTATION SERVICES		12,000		12,000
600	OPERATION OF PLANT	2,180		150	2,330
700	MAINTENANCE OF PLANT			400	400
800	FIXED CHARGES	▨	▨	10,800	10,800
900	FOOD SERVICES			2,000	2,000
1000	STUDENT-BODY ACTIVITIES				
1100	COMMUNITY SERVICES				
1220C	REMODELING (*Less than $2000*)				
1230	EQUIPMENT			27,350	27,350
	TOTAL:	514,193	12,000	126,638	652,831

B CONSTRUCTION — *Cost directly attributable to construction of school facilities required for operation of project (See Instructions)*

CLASS. NO. 1	EXPENDITURE ACCOUNT 2	ESTIMATED AMOUNT 3
1210a	PROFESSIONAL SERVICES FOR SITES	
1210b	SITES AND SITE ADDITIONS	
1210c	IMPROVEMENTS TO SITES	
1220a	PROFESSIONAL SERVICES FOR BUILDINGS	
1220b	NEW BUILDINGS AND BUILDING ADDITIONS	
1220c	REMODELING (*$2000 or more*)	
1230	EQUIPMENT (*Not included under 8A above*)	
	TOTAL:	

PROJECT OBJECTIVES RELATED TO CHARACTERISTICS OF EDUCATIONALLY DEPRIVED CHILDREN AS REPORTED IN "PART I—BASIC DATA" *(See Instructions for code no.(s) and objectives.)*

CODE NO.	OBJECTIVE
11	To improve performance as measured by standardized achievement tests.
12	To improve classroom performance in reading beyond usual expectations.
13	To improve classroom performance in other skill areas beyond usual expectations.
21	To improve performance as measured by standardized tests of intellectual ability.
22	To improve children's verbal functioning.
	(See Supplementary Sheet)

TYPES OF DEVICES TO BE USED IN EVALUATION *("X" as many as apply)*

A MEASURING INSTRUMENTS

	TYPE OF TEST	AREAS OF MEASUREMENT: ACHIEVEMENT	ABILITY	ATTITUDE	BEHAVIOR	OTHER
1	STANDARDIZED TESTS (National Norms)	×	×	×		
2	STANDARDIZED TESTS (Local Norms)	×	×	×		
3	NON-STANDARDIZED TESTS	×	×	×		

B OTHER EVALUATIVE DEVICES

1 ☐ ANECDOTAL RECORDS, TEACHER RATINGS, REACTIONS, AND INTERVIEWS

2 ☐ ADMINISTRATIVE AND OTHER OBSERVER RATINGS AND REACTIONS

3 ☐ OTHER *(Specify)*:

SUMMARY DESCRIPTION OF INSTRUCTIONAL ACTIVITIES AND SERVICES TO BE INCLUDED IN THIS PROJECT *(See instructions for code numbers for activity and service areas, and for abbreviations for columns 3-6)*

CODE NO. 1	INSTRUCTIONAL AND SERVICE AREAS 2	INSTRUCTIONAL LEVEL 3	LOCATION OF ACTIVITY OR SERVICE 4	TYPE OF CHILDREN 5	TIME OF ACTIVITY OR SERVICE 6	NUMBER OF CHILDREN: ENROLLED IN PUBLIC SCHOOL 7	ENROLLED IN NON-PUBLIC SCHOOL 8	NOT ENROLLED IN ANY SCHOOL 9	ESTIMATED COST 10
A INSTRUCTIONAL AREA									
126	Extended Use of Staff and Facilities-this program includes the following: 111 - Art 113 - Cultural Enrichment 114 - English Language Arts 118 - Home Economics 120 - Mathematics 121 - Music 122- Physical Ed/Rec 123 - Science 220-Speech Therapy 221 - Transportation	PKES	PUB	ALL TYPES	BF-SS AFT-WKE	13577	2291		144,879
B SERVICE AREA									
211	Community Aides	KES	PUB	All TYPES	BF-AFT DUR	13577			74,073
217	Improvement of Library Services	KES	PUB	"	BF-AFT DUR	13577			105,833
218	Supporting Psychological Serv.	PKES	PUB	"	BF-SS DUR AFT	4671	200		87,180
219	Supporting Visiting Teachers Serv.	PKES	PUB	"	BF-SS AFT	13577	2291		64,169
222	Media Center	PKES	PUB	"	DUR-BF AFT-SS	13577	2291		90,400
222	Child and Youth Study In-Service Training	KES	PUB	"	BF-DUR AFT	Teachers Serving 6794	1005		20,147
	(See Supplementary Sheet)								

C ESTIMATED TOTAL COST *(must be the same as amount reported in item 8a, col. 6)* → TOTAL EST. COST $ 652,831

Supplementary Sheet

9. PROJECT OBJECTIVES RELATED TO CHARACTERISTICS OF EDUCATIONALLY DEPRIVED CHILDREN AS REPORTED IN PART I - BASIC DATA

23 To improve children's non-verbal functioning.

31 To improve the children's self-image.

32 To change (in a positive direction) their attitudes toward school and education.

33 To raise their occupational and/or educational aspirational levels.

34 To increase their expectations of success in school.

41 To improve the children's average daily attendance.

42 To improve the holding power of schools (to decrease the dropout rate).

43 To reduce the rate and severity of disciplinary problems.

44 To improve and increase the children's attention span.

53 To improve the children's emotional and social stability and/or that of their families.

11. SUMMARY DESCRIPTION OF INSTRUCTIONAL ACTIVITIES AND SERVICES TO BE INCLUDED IN THIS PROJECT

B SERVICE AREA
PART II, 11-B (Continued)

1	2	3	4	5	6	7	8	10
222	Teacher Consultants	KES	PUB		BF-DUR AFT	13,577		37,230
222	Evaluation and Interpretation	PKES	PUB		BF-SS AFT-DUR	13,577		28,920

DESCRIBE HOW THE LOCAL EDUCATIONAL AGENCY AND COMMUNITY ACTION AGENCY COOPERATED IN THE PLANNING AND DEVELOPMENT OF PROJECT ACTIVITIES AND SERVICES. ***(Attach "Statement by Community Action Agency Form, OE 4305-2").***

DESCRIPTION OF PROJECT ACTIVITY AND/OR SERVICE ***(Complete a separate description for each activity or service or set of related activities and services listed in item 11).*** **Each description should include the following items:**

A. TITLE
B. GENERAL DESCRIPTION OF THE ACTIVITY OR SERVICE
C. PLANS FOR EVALUATION
D. PARTICIPATION OF CHILDREN ENROLLED IN NON-PUBLIC SCHOOLS
E. AMOUNT OF TIME EACH CHILD WILL PARTICIPATE

Refer to attached "Multiple Activities Program".

Attach additional pages (8½ x 11) as required.

TATEMENT OF ASSURANCES

E OF CHIEF STATE SCHOOL OFFICER Dr. Floyd Miller	**NAME OF STATE EDUCATIONAL AGENCY** Nebraska State Department of Education

APPLICANT HEREBY ASSURES THE CHIEF STATE SCHOOL OFFICER THAT:

a. The control of funds provided under this Title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this Title, and that a public agency will administer such property and funds and apply them only for the purposes for which they are granted.

b. The local educational agency will make an annual report and such other reports to the State educational agency, in such form and containing such information, as may be reasonably necessary to enable the State educational agency to perform its duties under this Title, including information relating to the educational achievement of students participating in programs carried out under this Title, and will keep such records and afford such access thereto as the State educational agency may find necessary to assure the correctness and verification of such reports.

c. The local educational agency will adopt procedures for acquiring and disseminating to its teachers and administrators signficant information derived from educational research, demonstration, and similar projects, including information about projects carried out under this Title holding promise for the local educational agency's district, and for adopting, where appropriate, promising educational practices developed through such projects.

d. The Assurance of Compliance (HEW 441) or court order or desegregation plan as modified by the execution of HEW 441B previously filed with the Office of Education in accordance with the regulations of the Department of Health, Education, and Welfare applies to this application.

e. The amounts of non-Federal funds expended for free public education in the project areas will be maintained at the same level as they would have been maintained if no projects had been approved for those areas.

f. In the case of construction required for the operation of the project—

(1) The applicant will cause work on the project to be commenced within a reasonable time after receipt of notification from the State educational agency that funds have been allotted and to be prosecuted to completion with reasonable diligence;

(2) The rates of pay for laborers and mechanics engaged in the construction will be not less than the prevailing local wage rates for similar work as determined in accordance with Public Law Number 403 of the 74th Congress, approved August 30, 1935, as amended, under standards, regulations, and procedures prescribed by the Secretary of Labor; and

(3) The applicant will comply with the rules, regulations, and relevant orders of the Secretary of Labor issued pursuant to Executive Order 11246 of September 24, 1965, in connection with any contract for construction for which it receives Federal assistance under Title I of Public Law 89-10.

IGNATURE OF AUTHORIZED LEA REPRESENTATIVE Superintendent of Schools	**DATE**

If cooperative project, signature of LEA designated administrative and fiscal agent is required.

COPY 1 — STATE EDUCATIONAL AGENCY

A MULTIPLE ACTIVITIES PROGRAM
TO
AID INTERCULTURAL DEVELOPMENT

OMAHA PUBLIC SCHOOLS

TITLE I

APPLICATION FOR ELEMENTARY

AND SECONDARY EDUCATION ACT FUNDS

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INTRODUCTION

Included in the attachments is a study of two census tracts which was completed by the University of Omaha Sociology Department, under the direction of Professor Vogt. This study was intended to pin-point the problems of the disadvantaged child and to indicate the kinds of materials, resources and programs which would help to compensate for the cultural, economic and social deprivation that these children have experienced in the past. Specific in this study was the indication that the size of the home and the nature of the housing would make it impossible for the child to study in the home or to do homework. This would also indicate that there was a real need for a good study place with qualified individuals to help direct the study and to support the student's desire to study since the figures in the home did not have the capability of helping the child, and in most instances the parents have not had this kind of training.

It was further indicated that there is not material in the home, in most cases, to support the homework concept. The interviewers found that many of the homes did not have pencils, pens, paper, magazines, newspapers, and the kinds of things which are ordinarily expected by the teacher to help a student with his homework. Dictionaries are almost unknown in these homes, or encyclopedias or books of that nature which could be used to help the student to do a research or a study such as is ordinarily indicated when an assignment is given.

More than this lack in the home (lack of materials, lack of education, lack of space, lack of light), there is also the lack of money, which we ordinarily expect to support the child in lessons such as private piano, private musical instrument lessons, or dancing, or educational programs of this nature frequently supported by parents in more advantaged areas. The total absence of library facilities in the neighborhood and in the home, the total absence of educational toys and educational materials is supportive evidence for the programs which follow, which would enrich the school, which would extend the time of day so that the school facility could assume the functions which the more advantaged neighborhood assumes the home will provide.

Another part of the program that is indicated by the findings of this study, is the necessity of transporting children from the disadvantaged neighborhood to the centers of interest and culture. It is apparent that these parents neither have the background nor the time nor the finances to take their children to places of cultural and educational interest. They do not even have the resources to take their children to the library which is often assumed in a "normal" neighborhood. With this lack of ability on the part of the parent, it becomes necessary to provide resource people, resource materials and a form of transportation to compensate for this lack.

Since the material is included and attached, it does not seem necessary to go into a description of the kinds of deprivation which this study indicated were to be found here in Omaha in the disadvantaged areas. It is also indicated, at the outset of the study, that the study was recommended and supported by the Omaha Public Schools in an effort to determine the kind of program necessary in the AID area. This, therefore, is the supportive evidence for the kind of program which has been proposed under Title I as an extension of the AID program which was in effect the year before. All of this is in substantiation of the need for the kind of services proposed for Title I.

This study also is a reinforcement of the areas of concern and need because there are, in this study, further recommendations for a larger area of the community and a recommendation by the Sociology Department for the kinds of programs which they felt would be helpful in relieving some of these situations.

PART III

MULTIPLE ACTIVITIES PROGRAM

SECTION A

BUDGET ESTIMATES

BUDGET ESTIMATES

TITLE I

1967-1968

Federal Activities Code	Activity Number	Activity	Amount
222	25	Media Center	$ 90,400
126	26	Extended Use of Staff and Facilities	144,879
218	29	Supporting Psychological Services	87,180
211	30	Community Aides	74,073
219	32	Supporting Visiting Teacher Services	64,169
222	36	In-Service Training	20,147
222	37	Teacher Consultants	37,230
217	91	Improvement of Library Services	105,833
222	94	Evaluation and Interpretation	28,920
126	26	Summer Program	181,669
		TOTAL BUDGET	$834,500

PART III

MULTIPLE ACTIVITIES PROGRAM

SECTION B

PROJECT DESCRIPTIONS

MULTIPLE ACTIVITIES PROGRAM

The multiple activities program would include:

1. A materials, resources, and service center will be established to train teachers in the use of varied materials and to improve their proficiencies.

2. Extended use of staff and facilities to include tutorial services, and enrichment programs and activities. In school, after school, after dinner and Saturday activities will be provided to increase the opportunities for children and youth to profit from the use of building facilities and equipment and the availability of staff.

3. Additional psychologists will be employed to better identify the needs of children and to suggest proper placement.

4. Employment of community neighborhood aides to help enable the educational staff and the professional staff to communicate with the community and to help the community relate to the school program. A community information specialist will be added to broaden the dissemination of the information.

5. Additional visiting teacher personnel will be provided to help children better understand themselves; to help teachers in their relationships with parents and children; and to help parents in the better understanding of their children and school and in the utilization of community resources.

6. To continue the program of in-service training for the teachers in public and non-public schools in the areas of the disadvantaged. This program has been found to be extremely helpful in increasing more desirable and positive attitudes of teachers, students, and parents in the area of the disadvantaged.

7. To provide, through the use of teacher consultants specialized services in the areas of curriculum development and improvement of instruction to teachers of educationally disadvantaged children.

8. To improve and extend the library services in culturally deprived schools by making them accessible to students beyond the school day and by providing additional equipment and materials for reference and enrichment use beyond the school day and during the summer. Emphasis will be placed on a motivational reading program to assist the weaker reader in strengthening this skill and to encourage the more capable readers to explore in depth the world of books.

9. A research coordinator will be responsible for the evaluation and interpretation of project information.

MEDIA CENTER

I. Purpose

The media center presently established in the Title I area will continue and disseminate pertinent information and practices relative to the education of disadvantaged children. It will continue to serve as a catalyst in the promotion of research with respect to teaching methods, materials and curriculum change.

II. Objectives

The media center will continue to:

1. Make available to teachers in the Title I area all new materials that have been proven successful in the classrooms in our district, as well as those from other school districts.
2. Provide qualified leadership to assist all classroom teachers in understanding the most desirable and successful ways in which to use these new materials.
3. Encourage and assist in the investigation, experimentation and exploration of new materials and teaching techniques to be used with disadvantaged students.
4. Work closely with business and industry in the community in an effort to gather materials of all kinds that will assist classroom teachers in their work with students.
5. Explore all community resources as to their educational value for working with academically deprived children.

III. Activities and Services

The media center will continue to:

1. Prepare bibliographies by teaching units, listing all the materials printed and non-printed which are now available to the classroom teacher for use in her building through the media center, the audio-visual department, community resources, etc., to be issued to all Title I schools. This would include films from the library, books, records, film strips, tape recordings, transparencies, and machines and would list a number of selected field trip experiences which would tend to enrich the unit of study as well as the life of the child.
2. Prepare for distribution, instructional materials that have proved successful in working with disadvantaged children.

3. Provide teacher consultants who will assist the classroom teacher during the school day, in workshop experiences, and through in-service programs to gain insights and understanding into the values and uses of the new materials and teaching techniques.

4. Plan practical workshops and in-service programs that will assist teachers in their better understanding of the new materials and techniques that have been found effective for use with disadvantaged children.

5. Encourage the classroom teacher to request services which can be performed or materials which can be prepared by specialists in the center.

6. Prepare displays for classroom teachers to peruse of materials collected or produced by other teachers of students which have proven value.

7. Encourage teachers to plan visitations to the center for their own information and to profit from the displays and reproductions that have been prepared or collected that are not available for use in the school.

8. Provide an area for the display of community resource materials such as collections from the Joslyn Art Gallery, Northern Natural Gas Planetarium, Union Pacific Railroad, and similar displays, and for the display of collections and works of interest by students and teachers.

9. The services of this media center would be extended to all public and non-public school personnel who are currently employed in the schools identified in the original Title I proposal. The teacher consultant would not give direct instruction to students in either the public or non-public schools.

IV. Effectiveness of the Project

The evidence of the effectiveness of the activities on the children and youth in the Title I schools may be exhibited in several ways. Probably the most obvious change will occur in the instruction that takes place in the individual classroom. Through the use of the center facilities, the classroom teacher should become more aware of the various types of teaching materials and community resources available to her. Carefully planned workshop experiences and in-service programs will assist teachers in their understanding of these materials and resources and in the appropriate teaching techniques to use with them.

Other activity results may be expressed by the students through their development of new interests and the intensification of old ones, of new concepts or the clarification obtained from books and other sources. All of these may be coupled with the students increasing their abilities to express thoughts and ideas and their willingness to accept responsibilities and to cooperate in group undertakings.

Further evidence of the effectiveness of the activity will be seen in the increased parental and community interest in the school's program.

V. Evaluation

Through the use of teacher-made tests, standardized tests, and other conventional evaluative procedures, a form of measurement of change or improvement in the instructional program can be recognized. Similar devices may be used to ascertain teachers' attitudes relative to services provided by the media center.

ACTIVITY #25

MEDIA CENTER

I. ADMINISTRATION

Salaries:	
2-1-05 Director	$11,400
2-1-92 Clerk	3,500
6-2-08	149
6-1-03	536
6-1-04	656
2-5-45 Supplies	500
2-5-25 Postage	20
5-4-04 Telephone	1,000
2-6-05 Travel	440
General Administration:	
1-1-11 Clerk (part-time)	267
1-1-10 Secretary & Recording Sec'y	799
1-1-14 Educational Administration	799
1-1-18 Business Administration	626
1-1-20 Data Processing	685
6-1-03	111
6-1-04	136
6-2-08	31
Total - Administration	$21,655

II. INSTRUCTION

Salaries:	
2-1-95 Clerk Artist	$ 3,200
2-1-95 Clerk Artist	3,200
2-1-95 Processing Clerk	3,200
2-1-95 Clerk	3,200
2-1-95 Clerk (Machine Operator)	2,700
6-2-08	155
6-1-03	458
6-1-04	682
2-4-04 Supplies	15,000
Total - Instruction	$31,795

V. OPERATION OF PLANT

5-5-01 Custodian Supplies	$ 150
Total - Operation of Plant	$ 150

VI. FIXED CHARGES

6-2-07 Burglary Insurance	$ 800
6-3-01 Lease	10,000
Total - Fixed Charges	$10,800

VIII. CAPITAL OUTLAY

8-3-08 Equipment - Administration	$ 3,000
8-4-25 Equipment - Instruction	8,000
2-3-01 Materials - Library & Audio-Visual	15,000
Total - Capital Outlay	$26,000

TOTAL - MEDIA CENTER	$90,400

EXTENDED USE OF STAFF AND FACILITIES

I. Purpose

The programs through the extended use of staff and facilities in and beyond the regular school program is designed to assist children in disadvantaged area schools to explore new areas of interest, to develop new areas of interest, to lessen the cultural lag by having an opportunity for experiences normally lacking in their environment.

II. Objectives

The objectives of this program are:

1. To identify each child's abilities, interests and needs and to provide them with materials commensurate with these.
2. To assist the child in gaining confidence through greater skill and knowledge.
3. To raise the child's cultural goal by exposing him to opportunities and experiences which may not be provided for him in his environment.
4. To give parents a better understanding of the educational opportunities available to their children through meetings and consultations.
5. To assist parents in assuming their role in the stimulation and motivation of the child toward school and learning.
6. To encourage parental participation with their children in the learning experience.

III. Activities and Services

The schools in the disadvantaged areas find it exceedingly difficult to accomplish the educational goals established for them by tradition. These children generally lack the background of experiences necessary for progressing in school at a normal rate. At the same time, it is apparent that many of these children are capable and if given the opportunity and encouragement, could achieve to the fullest of their potential. All of this cannot be accomplished in a school day. In favored neighborhoods, this is done by parents, organizations and the environment.

Additional time after school, after dinner, and on Saturday will be made available for activities, using building facilities and equipment. Regular certified staff members, with knowledge and experiences in working with disadvantaged children, will be assigned to the schools. Programs will be established in the following schools: Druid Hill, Kellom, Lothrop, Kennedy, Lake, Long, Conestoga, Pershing, Webster, Franklin, Saratoga, Highland, Indian Hill, Central Grade, and Monmouth Park.

The programs will be tailored to meet the needs, interests, and abilities of the individual student, ranging from the educable mentally retarded at one end of the continum to the gifted program at the other. Enrichment activities will play an important role in this program. While some students will receive tutorial help to strengthen or increase their basis skills, other students will participate in activities as music, arts and crafts, homemaking and industrial arts, and in reading classes.

IV. Effectiveness

Those educationally deprived children participating in this program should profit greatly from their experiences. It is anticipated that those students will grow intellectually rather quickly since many have never had the opportunity or motivation to achieve. Further, these successful experiences will tend to make some individual more curious, resulting in more exploration and research. The student who is less able will receive satisfaction in working with materials at a level where he, too, can experience success. In each instance, success in the extended day program will lead to more successful classroom experience and, hence, to better school attitudes and behavioral patterns.

The academic impoverishment which faces these students has not only affected the fullest development of their personalities, the enrichment of life, but has also had the more immediate effects on limiting the achievements and ultimately impairing their success in future educational ventures. By the same token, experience has taught us that all children need to be motivated in school through successful experiences.

V. Evaluation

One of the best evaluations of this program will be the holding power of the program. Students having happy, successful experiences will return for more and will, in many instances, bring friends with them. Another measure will be the parental interest shown by personal visitation or conferences or in remarks made by students. A third type of informal measure will be the extended day program teacher's evaluation of the student with respect to attitude and behavior.

A more formal method of evaluation will include student achievement in school work and the results from standardized tests.

ENRICHMENT THROUGH FIELD TRIPS AND VISITATIONS

I. Purpose

The enrichment program, through the use of field trips, utilized as a learning experience, will be an effective method of providing direct experiences with normal social living, while offering cultural and educational opportunities for which the culturally deprived children and youth have had little opportunity in the past.

II. Objectives

This program will:

1. Assist the child in developing the confidence and resourcefulness that comes as the result of social contacts other than those normally encountered in their daily living.
2. Help the child himself and develop a more positive self-image.
3. Acquaint the child with the total community and its historical landmarks.
4. Help the child gain a better understanding of the industrial, commercial, and cultural resources of the region.

III. Activities and Services

This enrichment project would include all children and youth from the public and non-public schools designated in the proposal. It would provide for six half-day experiences and at least one full day trip. The excursions would be selected on the basis of their appropriateness to the students' classroom work, ability to give the student a "real life" experience, ability to develop new interests among the students, and intrinsic value for promoting student planning and acceptance of responsibility.

While emphasizing the worth of these experiences to the young people of the community, the value of the adult participation should not be overlooked. It is frequently mentioned that the home is losing its role in the American society due to the lack of parental interest in their children's activities. Evidence of this is found in the poverty pockets and especially where parents have not been motivated to leave the neighborhood. Further, through the joint exposure of parent and child to experience, it is felt that a common interest will be established. This, then, could lead to a topic of conversation of mutual interest and, at the same time, play an important role in future family planning.

It must be recognized that neighborhood adult contacts, on the part of children and youth, are not limited to their parents alone. They include other parents, doctors, ministers, personnel from various agencies, and other people in the area. These people may also become active participants in the child learning experience through active participation in the program or by being well informed on school and related activities. This project provides for the inclusion of parents and other interested adults in the neighborhood through their active participation in the excursion programs.

If the field trip is to be utilized to the fullest of its educational potential, it would be desirable to have personnel as guides who have the educational background to work with children and who are able to expose the children to the valuable experiences of the excursion. Three teachers will be assigned this responsibility. Their principal duties will be to prepare suggested materials for use by the classroom teacher, to act as guides on the trip, and to suggest follow-up and evaluative materials. These teachers will be housed at the South Annex of the Board of Education at 3819 Jones Street.

A second office will be established at the South Annex. This secretarial office will be under the direct supervision of the Coordinator of Compensatory Education for the Omaha Public Schools and will house a secretary. The secretary will be responsible for the scheduling of buses, the assigning of drivers, keeping of all records regarding field trips, the contacting of field trip sites, and other duties that will enhance the program.

IV. Effectiveness of the Program

The evidence of the effectiveness of the project activities may be exhibited in many ways. Some results may be expressed by the student through the development of new interests and the intensification of old ones, the functional relationships between objects and processes, a keenness of observation, new concepts or the clarification of old ones, a agreater understanding of information obtained from books and other sources, an increased ability to express thoughts and ideas, a new or expanded and enriched interest in experimentation, and social abilities such as acceptance of responsibility and willingness to cooperate in group undertakings.

Further evidence of the effectiveness of the project will be seen in the increased parental and community interest in the school's program.

V. Evaluation

More formal evidence of the program's success may be found in increased school attendance and holding power. Other factors for consideration include student grades as well as the results on individual and group tests.

SUPERVISED STUDY PROGRAM

I. Purpose

The purpose of this program is to provide a study center for those students who find it difficult to study at home or need this type of facility to improve their learning experience and to provide lay citizen and professional staff to assist students in their studies.

II. Objectives

The objectives of this program are:

1. To provide suitable study facilities for academically disadvantaged children.
2. To provide the necessary reference and resource material for their use and to assist them in the appropriate use of these materials.
3. To provide professional staff to assist students with particular study problems.
4. To furnish volunteer tutors who are interested in and have a desire to serve disadvantaged youth.
5. To involve college students in teacher education, wherever possible, so that they might gain further insights into the needs and problems of disadvantaged children.
6. To furnish remedial help whenever necessary.

III. Activities or Services

One of the problems which education faces with children in a disadvantaged area is that of the lack of study facilities in their home. Usually there are so many children in the home that the student is unable to find a suitable place to study where he will be free from all forms of distraction. In those situations where students are able to find a study place, they are hampered by the fact that they do not get supportive help from their home nor do they have the reference or resource materials necessary to accomplish the task set forth for them by the school.

This program will establish programs with adequate supervision and facilities so that those students living in academically deprived areas may profit from them. These centers will be available for student use after school hours and in some instances, during the evening hours. Students will be accepted into the program on a regularly scheduled basis with assignments being made to tutors based on the child's grade in school, specific need, and the amount of special supervision required. The tutors will assist the student in his work by helping him develop good study habits, achieve desirable skills, see the value of the subject matter material and an education in general.

The study centers will be located in Omaha public elementary schools between the hours of 3:30 p.m. and 5:00 p.m. and in selected junior and senior high schools between the hours of 3:00 p.m. and 9:00 p.m.

Junior and senior high school centers will be open on Saturday mornings from 8:00 a.m. until 12 noon. Resource and reference materials will be purchased specifically for this program for use by all children in both the public and non-public schools designated in this proposal.

IV. Effectiveness

It is believed that through this program those students who have a desire to study but who find it very difficult to do so in their home environment will make extensive use of this type of program. Many students in our schools today find they are unable to understand materials being presented to them by the classroom teacher but frequently feel they are unable to ask acceptable questions of the teacher regarding their lack of knowledge. In a supervised study situation where the atmosphere is informal and there is a great deal of individual attention, these individuals will feel free to seek answers to their questions and to relieve themselves of the frustration of not knowing. This type of study situation will also give the student an opportunity to come in contact with an interested adult on a regularly scheduled basis. This will tend to enhance his security and should improve his school performance.

The Omaha Public Schools cooperated in an experimental program, using volunteer service, during part of the 1964-65 school year. Many of the results anticipated for the program presently proposed were an outgrowth of results observed through the experimental program. Those students participating in the tutor program last year exhibited an increased interest in school and school work and, at the same time, seemed to profit from the exposure to interested adults.

Through the use of college students in teacher education to assist in the supervision of the students, it is hoped that the future teachers will gain an interest in academically deprived youth and their problems and will look forward to entering the profession in schools where cultural deprivation exists.

A possible alternative method to the project proposed would be to return to the plan used during the last school year. The proposed plan is more desirable in that it will incorporate the use of more people who are professionally trained and who have an interest and understanding in the problem of culturally deprived youth or who are interested in learning more about them. The proposed program will also extend the services of the centers to all academically deprived youth living in the designated areas of the proposal rather than limiting the centers used to a few select people.

V. Evaluation

Through the evaluation of this program, it is hoped to determine: (1) the relationship between desirable study facilities and school achievement for children in academically deprived situations, (2) the degree to which these facilities are used by children in the academically deprived area, (3) the value of the center as evaluated by classroom teachers whose students are participating on a regular basis at the center, (4) the interest of parents in this increased study opportunity for their children, and (5) the effect this type of involvement has upon the attitude of college students participating as tutors in the program.

UNLIMITED POTENTIAL PROGRAM THROUGH EXTENDED USE OF STAFF AND FACILITIES

I. Purpose

The purpose of this program will be to provide a Saturday morning experience for the children in disadvantaged areas who have a high potential.

II. Objectives

The objectives of this program are:

1. To assist teachers and students in discovering that there are talented students in disadvantaged areas.
2. To guide talented students toward higher educational goals.
3. To stimulate each child to attain achievement levels commensurate with his ability.
4. To train teachers in the identification of abilities and needs and the appropriate methods of motivation and instruction so that these potentialities will be realized better.
5. To work with the parents of high potential students to help them realize the possibilities for their child.

III. Activities or Services

Test results indicate that many children and youth in disadvantaged areas display the same degree of intelligence on a distribution curve as children in more advantaged areas. The problem here, however, is that this potential is never evoked. This program will attempt to uncover this talent and to develop to its optimum capacity.

Instructional centers will be made available for student use of Saturday morning for the purpose of exploring the student's interest and talent and to use them in constructively planned programs. The determination of the program will be a cooperative effort between the teacher and the child.

The students for the program will be recommended by classroom teachers and approved by building principals, with the basis for selection being the results from previous achievement tests, teacher evaluation based observation, and any other factors that might lead to the conclusion that the child has unlimited potential.

This Saturday morning program will be made available to all public and non-public school children in the academically deprived area designated in the proposal.

IV. Effectiveness

One of the major problems in the disadvantaged areas of our city at the present time is the lack of what is commonly termed "desirable leadership" among the young people. This tems primarily from the fact that education has not tapped the resources of the high potential student. The efforts of this program would be directed toward this goal.

Those students participating in the program would be given an opportunity to explore areas of their interest by establishing cooperative projects with their teachers. Through these projects the student would be involved in many aspects of the present school program, with emphasis being placed on enrichment and research materials.

The expected success of this program is based on the fact that increased individual attention, recognition of their true potential, and materials geared to challenging experiences for the child will help the child realize his true abilities.

A possible alternative method to the one selected would be to segregate the child in the school situation into a high ability group, thus, taking him from his normal peer associations. The policies of the Omaha Public School District has long opposed this type of segregation because it is not in the best student interest. The program proposed would allow the child to remain with his peer group througout the week and would give him a small group experience with a great deal of individual attention during the Saturday morning program. In selected cases the children were given permission to attend schools outside of the area.

V. Evaluation

The methods to be used in the evaluation of the program are: (1) the use of teacher-made and standardized tests, to ascertain the academic growth of student, (2) to observe the increased interest on the part of the student in school, (3) to obtain teacher evaluations on the student's ability to do work with a greater depth and meaning, (4) to note the changes taking place with respect to teacher interest and involvement in the high potential students' projects, and (5) to conference with the parents on their reaction to their new-found talents of their child.

HOMEMAKING AND INDUSTRIAL ARTS PROGRAM THROUGH EXTENDED USE OF STAFF AND FACILITIES

I. Purpose

This program is designed to provide activities in the area of homemaking and industrial arts beyond the regular school day and provide an opportunity for parents to participate with children in a worthwhile venture. This is a unique opportunity for parents and students to work together toward strengthening family ties. Also, for the first time, it will give parents a better understanding of the educational and vocational opportunities available to them and their children.

II. Objectives

The objectives of this program are:

1. To strengthen the relationship between the home and school, parent and child, by providing an opportunity for joint participation.
2. To provide exploratory activities for those who have not determined their occupational goal.
3. To provide supportive skills for those who feel the need to supplement their academic knowledge.
4. To offer enrichment experiences which would enable the individual to build toward the desired self-image.

III. Activities or Services

Children in educationally disadvantaged areas need an opportunity to share experiences with their parents. This type of experience will enable the child to understand better their role as a family member and to be able to perform the activities necessary to fulfill this role.

Further, this unique opportunity for parents and children to work together will tend to strengthen family ties. All of this leads to a new sense of security so vital to growing children. To know they are wanted, loved, and appreciated gives the stimulation they need to be more successful in life.

This parent-child relationship offers another reward. For the first time, it will afford the parents a better understanding of the educational and vocational opportunities available to them and to their children.

The program will be made available to all interested parents and children in the proposed area. Homemaking and industrial arts facilities at Horace Mann, Indian Hill, and Technical Jr. High schools will be available. Groups will meet for two hours (from 3:00 p.m. to 5:00 p.m.) twice a week and for three hours (8:00 a.m. to 11:00 a.m.) on Saturday.

IV. Effectiveness

Through this program, children will gain a sense of security that is of the utmost importance for their future happiness and success. This will tend to develop home ties that will enable the child to talk freely with his parents about school matters and to know they understand.

At the same time, these enrichment experiences will offer the child an opportunity to build toward a real self-image. It will place him in a situation where he can observe other parents interacting with their children and compare himself with them. Further, he can evaluate his talents in these areas.

These experiences may help the child in making decisions of an occupational nature. Since they will be exploratory in nature, the parent and child will have the opportunity to measure the child's interest and ability in the various areas and to read and discuss the literature regarding the various occupational possibilities.

This training can make it possible for both parents and children to improve their home, their clothing and their food through the training received in these classes.

Frequently, parents and their children set goals that are beyond the reach of the child. This program affords an excellent opportunity for the student to begin a supportive skill to supplement their academic program.

V. Evaluation

The major emphasis in the evaluation of this program will be an attempt to measure change. Conferences will be held with the individual to determine his interest and attitude toward these new experiences. Another measure will determine the extent of change taking place with respect to the student's participation in school, family, and community activities. A third evaluation will consist of a home visitation to evaluate family relationships and environment. While the major goal is parental participation with his child, an evaluation of the quality of the material produced will be made.

ARTS AND CRAFTS PROGRAM THROUGH EXTENDED USE OF STAFF AND FACILITIES

I. Purpose

This program is designed to provide enriching experiences in the arts for students from disadvantaged areas where there is limited exposure to this type of program.

II. Objectives

The objectives of this program are:

1. To increase the interest in arts and crafts through activities geared to the student's interests and abilities.
2. To create new skills.
3. To aid the student in developing pride in a task well done.
4. To provide a cultural activity for the community beyond the regular school day.
5. To encourage those older students who exhibit ability in this area to explore the occupational opportunities it offers.

III. Activities or Services

While the school program generally meets the needs of the students, a number of youth with esthetic potential never have an opportunity to fully explore their capabilities. This is especially true in areas of educational deprivation where little value is placed on this type of talent.

This program would supplement the regular school program by exposing students to materials on a more individualized basis. The small group situation will permit the teacher to observe each student at work and to make a comprehensive evaluation of his artistic talents. Activities will be selected to meet individual needs and abilities of the students, with particular attention being given to the range of talents.

This program will offer the student an opportunity to have successful experiences in making and exhibiting a completed product. This will lead to the individual recognition so needed by many youth in the educationally deprived areas of the city.

IV. Effectiveness

The effectiveness of this program will be observed in the understanding and enthusiasm exhibited by participating students toward items with artistic value. The knowledge gained through this exposure will be noted in his creative efforts in other academic subjects. His daily conversation will indicate the influence of the program. Frequently, discussion will germinate out of ideas that were planted in the classroom.

His future educational program may show the influence of this experience. His selection arts and crafts or related courses may spring from this exposure. Continued success may lead to life's occupation for a few of the students.

V. Evaluation

The evaluation of this program will concentrate on the individual taking his attitude and abilities into consideration. Emphasis will be placed on the assessment of the student's greater appreciation for the artistic area. This will be accomplished through individual conferences. A second evaluative technique will be the measurement of the student's demonstrated ability in art through the items he produces. The evaluation will be on an individual basis and should give supportive evidence as to the student's artistic talent. The fourth evaluation deals with creativity and the carry-over values. Evidence will be gathered in an attempt to determine whether or not the artistic skills developed or reinforced by the program are carried over into other academic areas.

Comments about progress and special talents will be placed in the accumulative record.

MUSIC ENRICHMENT PROGRAM THROUGH EXTENDED USE OF STAFF AND FACILITIES

I. Purpose

The purpose of this project is to provide an enrichment program in instrumental music and music appreciation for children in disadvantaged areas on an extended day basis.

II. Objectives

The objectives of this program are:

1. To stimulate the esthetic values in disadvantaged youth.
2. To provide supervised cultural activities in the music area.
3. To build upon any skills in music the student presently has and to teach him new ones.
4. To provide him with an exploratory experience in the music area.
5. To provide occupational information to those students showing a definite interest and ability in the music area.

III. Activities or Services

The extremely limited cultural background of most students living in culturally disadvantaged areas atest to the need for an enrichment program to assist them in developing their musical talent to the fullest of their potentialities. This cultural impoverishment has affected not only the fullest development of the child's personality, and the enrichment of his life, but has also had the more immediate affect of limiting the student's achievements in the area of music. The program will provide opportunities for children to actively participate in musical activities, through the playing of an instrument or through a musical appreciation activity.

Musical instruments will be provided for use by the students participating in the program. They will be housed at selected sites in the Omaha Public Schools and will be availalbe to students on a loan basis. The students will be permitted exploratory experiences in the use of various types of musical instruments. Activities in the program will be selected on the basis of present student accomplishments in music, their apparent need for enrichment, the student's level in school, and their demonstrated interest in music activites.

The music enrichment program is on a regular and extended day basis and will be made available to all public and non-public school students in the culturally disadvantaged areas outlined in the total proposal.

IV. Effectiveness

Current trends in our country in music are providing the stimulation within young people to pursue their musical interests. While professional educators are not in accord with some of the techniques and practices, it must be recognized that active participation is one of the best approaches to a successful program. Music activities can play an important part in the educational process of young people by offering them a successful experience in an area where there is enjoyment while learning. Children in culturally deprived areas usually do not have a wide range of opportunities to participate in music activities due to the fact that their parents cannot afford to pay for private lessons nor is there an instrument in the home for the student to use.

The junior and senior high schools in Omaha have a well-rounded program in music instruction and appreciation, with supervision and help given classroom teachers on the elementary school level. At an age when students are most receptive to learning experiences there is a void in the program. It is felt that by providing opportunities for students on an extended day basis this void may be filled.

This new musical interest should play an important role in increased school attendance and improved academic achievement since it is anticipated that many of the students involved in the program will want to pursue this interest to a higher educational level, including junior high, high school, and college.

V. Evaluation

The evaluation of this program will be based on the following:

1. The increased participation on the part of students from culturally deprived areas in music activities.

2. The ability of the student to demonstrate new skills.

3. Through the parental and community interest shown in the program.

4. Through the number of inquiries on the part of students for additional information related to the music field.

5. Through the reactions of classroom teachers, music instructors and other interested parties to the reactions they receive from the students in the program.

SPEECH THERAPISTS

I. Purpose

The purpose of this project is to provide for the identification of children from culturally deprived homes who have speech and language problems and to assist these children in the acquisition of necessary skills through the efforts of additional speech therapists.

II. Objectives

The objectives of this program are:

1. To identify the children from the designated areas of the proposal who have speech and language problems.
2. To work with these children in the areas of speech improvement, speech therapy, and language therapy.
3. To work with parents and teachers to help them gain a fuller understanding of the child and his problems.

III. Activities or Services

The therapists will work with the identified children individually or in groups depending upon the individual problems involved. In all probability, the most common problems that may be served through group participation would be that of the necessity for speech improvement. In this instance, the therapists would not only work with the children, but also with the teachers in an attempt to develop the type of program and understanding necessary to accomplish the goals.

Some children, on the other hand, will have need for special remediation processes of speech therapy. In these cases, the speech therapist will work directly with the child. It is anticipated, however, that most of the children identified will need additional help in areas of language development. To accomplish this goal, the therapist would work directly with the child.

Office space will be available for the therapists in the South Annex, 3819 Jones Street, of the Board of Education of the Omaha Public Schools. Much of their work will be done in the public school buildings in the proposed areas. Facilities are presently available in the schools for this purpose. The services outlined in this proposal will be available to non-public school students at the same sites.

IV. Effectiveness

The effectiveness of this program will be based on improvements exhibited by the child in a regular classroom situation. It is felt that one of the major causes for low academic achievement by children in culturally deprived situations is due primarily to their uncomfortable feeling in communication situations. These children frequently remain silent when called upon by the teacher because they fear the ridicule that will be heaped upon them by their fellow students due to their poor speech patterns. Teachers, unfortunately, may label these children as incapable of doing regular classroom work, when in reality they may be very capable. Through the improvement of speech patterns and language development, it is felt that the child's overall educational achievement will improve.

A vast amount of research has recently been done in this area. The findings from this research indicate that the improvement of speech patterns and language development are accompanied, in the majority of the cases, by improvements in school grades and school achievement.

Another factor can be noted when considering the effectiveness of this program. It is the emotional and behavioral changes taking place in the child. As he becomes a more acceptable member of the school environment and society in general. This sense of security will enable the youngster to participate more freely in classroom discussion activities and to become an active participant in other social situations.

An alternate method of achieving the objectives of this program would be to provide a speech therapist to work with teachers of children in culturally deprived areas and to assist the teacher in developing the methods and techniques for working with children who need to improve their speech and language skills. This approach would not be as acceptable as the one proposed because the classroom teacher does not have an adequate background for this type of work nor is there sufficient time to develop the needed skills. Further, under present classroom conditions, the average teacher would find it difficult to plan so as to provide the necessary individual attention the child would require.

V. Evaluation

The methods of evaluation to be used in this program will vary according to the particular needs of the child. They will range from observational situations to the use of mechanical devices as the tape recorder. The classroom teacher will provide information on the changes taking place in the child's ability to participate in and his attitude toward class discussion and other social situations requiring the use of conversation. Through the use of the tape recorder comparisons will be made of the child's initial speech patterns as compared to those at the close of the school year, with appropriate changes being noted. Parental conferences will be used to determine any improvements noted by the parent in the home environment. The classroom teacher will be asked to reevaluate any emotional or behavioral changes that have occurred and the changes occuring in the academic areas.

ACTIVITY #26

EXTENDED USE OF STAFF AND FACILITIES

I. ADMINISTRATION

Salaries:	
2-1-05 Director	$11,400
2-1-92 Clerks (2)	7,000
6-2-08	184
6-1-03	662
6-1-04	810
2-5-45 Supplies	300
2-5-25 Postage	20
5-4-04 Telephone	120
2-6-05 Travel	440
General Administration:	
1-1-11 Clerk (part-time)	381
1-1-10 Secretary & Recording Sec'y	1,141
1-1-14 Educational Administration	1,141
1-1-18 Business Administration	893
1-1-20 Data Processing	836
6-2-08	44
6-1-03	159
6-1-04	194
Total - Administration	$25,725

II. INSTRUCTION

Salaries:	
2-1-40 Teachers (9 mo.)	$61,260
6-2-08	613
6-1-03	2,205
6-1-04	2,696
2-4-01 Food Service	2,000
2-4-04 Supplies (Teaching)	5,000
2-5-65 Other Expense	31,000
Total - Instruction	$104,774

IV. PUPIL TRANSPORTATION	
4-2-05 Pupil Transportation	$12,000
Total - Pupil Transportation	$12,000
V. OPERATION OF PLANT	
5-1-04 Custodian (9 mo.)	$ 2,000
6-2-08	20
6-1-03	72
6-1-04	88
Total - Operation of Plant	$ 2,180
VII. MAINTENANCE	
7-6-11 Materials	$ 200
Total - Maintenance	$ 200
TOTAL - EXTENDED USE OF STAFF AND FACILITIES	$144,879

SUPPORTING PSYCHOLOGICAL SERVICES

I. Purpose

The purpose of this program is to provide additional psychological services to the schools in educationally deprived areas. This will assist schools through the identification of the specific needs of children, and the planning of appropriate programs.

II. Objectives

The objectives of this program are:

1. To extend the services in the educationally disadvantaged areas through the employment of additional psychologists.
2. To assist schools in the area in the identification of children in need of special programs.
3. To assist the school in the planning of the appropriate programs for children with distinct problems or assets.
4. To make a complete evaluation of those students referred to them.
5. To meet with parents and school personnel regarding the findings of the child's evaluation.
6. To provide an in-service training program to assist new employees in their better understanding of the educationally disadvantaged child and to inform them of the community resources available for use with this child.

III. Activities or Services

Public concern with equality with educational opportunities frequently overlooks the fact that emphasis on "equal" opportunity may be a handicap, especially if equality is considered synonomous with identical programs. It should be recognized that the quality of education is high if each child is being educated in a way that is most appropriate to his individual abilities. Educationally, the greatest need is to meet the child with understanding at the level of his ability and achievement and to provide an extensive program to compensate for environmental and educational disadvantages in his previous experiences.

The eight additional psychologists, proposed in this project, will be assigned to schools in the culturally disadvantaged areas designated in the original proposal for the purpose of making individual psychological evaluations of pupils referred by teachers and principals. Following the evaluation, an oral report will be made to parents and teachers and a written report including all data gathered on the child and the recommendations made from the evaluation will be placed on file in the Psychological Services of the Omaha Public Schools.

Referrals for individual psychological evaluations are made for a number of reasons. Some are classified as educational guidance, academic retardation, and mental retardation, while others are related to social guidance or aggressive behavior. Many of these problems may also relate to the home or the community. Recommendations resulting from the evaluation may result in placement in different grades within a school, or placement in a different school, or placement in special education classes. The recommendation may also include a suggestion for materials and texts to be used for instructional purposes. As an outgrowth of the evaluation, referrals may be made for physical, visual, audiometric, neurological or psychiatric examinations. Referrals are also made to community agencies such as Family Service, Catholic Charities, Juvenile Court, the Nebraska Psychiatric Institute and other agencies.

While the psychologists will be assigned to work in public schools in the educationally deprived area, offices for them will be provided in the South Annex, 3819 Jones Street, of the Board of Education of the Omaha Public Schools. The reports resulting from the work done by these people will be placed on file in the psychological services located in the South Annex. The eight public school centers in the educationally deprived areas serving both public and non-public school students will be in Conestoga, Kellom, Lothrop, Franklin, Indian Hill, Druid Hill, and Webster, Technical Junior and Technical Senior High Schools.

One psychologist will be assigned to each of these centers with the exception of Lothrop where two psychologists will be assigned. Adequate physical facilities are available in each of these centers to support a psychologist and to provide room for parents to wait during the evaluation and for the ensuing consultation.

The non-public schools in the educationally deprived are designed in the original proposal will be provided with referral blanks and the psychological services will be made available to both public and non-public schools on a proportionate basis.

IV. Effectiveness

The effectiveness of this program will be seen through the quality of the evaluations made on problems of educational guidance, academic retardation, mental retardation and those of a social nature. Many of these will deal with the identification of these children related to their proper placement in school programs. The addition of personnel to the Psychological Services should result in more individual attention being given to children in the educationally deprived area. This individual attention will result in the accumulation of factual information on the child, with proper evaluation and dissemination of information being made. The additional psychologists will also serve the children through the referrals they make of physical, visual, and audiometric problems and others of this nature. These psychologists will also have a thorough understanding of the community agencies available and will be able to make proper referrals to these agencies.

Those cities having adequate psychological services have found them highly beneficial in working with individual problems. This has been found true in the cases handled by the present Psychological Department of the Omaha Public Schools.

Since the Psychological Services have been successful in working with a limited number of children in the educationally deprived area, through an extension of this program more benefits may be realized by children in the educationally deprived area than through any other program.

V. Evaluation

The evaluation of this program will be based on:

1. The changes taking place in the child resulting from the recommendations made through the psychological evaluation.

2. The changes observed in teacher attitude after receiving the results of the psychological evaluation.

3. The changes observed in the attitudes of the professional teaching staff toward the capabilities of children in educationally deprived areas based on results of individual psychological evaluation.

4. The increased community interest toward the school program and the needed revisions in present programs or the addition of new programs resulting from the information obtained through psychological evaluations.

SUPPORTING PSYCHOLOGICAL SERVICES

I. Purpose

The purpose of this program would be to provide nursing services to assist the remedial and psychological clinics in securing family background information, working with records, counseling children and parents, and such other services as may be best performed by the professional nurse.

II. Objectives

The objectives of this program are:

1. To work closely with the personnel of the remedial and psychological clinics.
2. To perform the necessary steps to secure information of a personal and medical nature that might be needed by the remedial and psychological clinics.
3. To perform such services that might be best performed by a professional nurse.

III. Activities or Services

The work of the school nurse in the remedial and psychological clinics will be as follows: (1) to secure all necessary information regarding the background of the family; (2) to record immunization and vaccination records: (3) to list all childhood diseases and any serious illnesses requiring hospitalization, surgery, etc.; (4) to conference with parents on any habits the child might have such as bed wetting, thumb sucking, temper tantrums, shyness, agressiveness, stuttering or stammering; (5) to make a thorough study and analysis of the growth pattern of the child and to make notes of his eating and sleeping habits; (6) to arrange for physical examinations with the appropriate follow-up on the doctor's recommendations and to work with the clinics in the Omaha area to assist children in arranging appointments; (7) to accompany children and parents and teachers; (8) nurses will weigh and measure each child at least twice yearly; (9) to interpret doctor, dentist, and nurses reports to teachers; (10) to arrange for care of the ill or injured children; (11) to conduct physical inspections each year on every child including visual and audiometric tests, with posture, conditions of the skin and scalp, conditions of the feet, etc., noted; (12) to work with other agencies and school personnel; (13) to make home visits when necessary; (14) to arrange teacher-nurse or teacher-parent-nurse conferences; (15) to act as a resource person, helping the teacher in special health areas; (16) to make inquiries on the absences of students, especially those who miss regularly; (17) to emphasize the brushing of teeth, washing of hands, bathing, and eating habits; (18) to assist in the planning of special diets and to aid children in securing shoes or clothing through the proper agencies; (19) to assist in the identification and classification of handicapped children and to insure the notification of teachers of these handicaps, with the appropriate information given as to the care of the child; (20) to assist in the selection of audio -visual aides which would interest and benefit children.

The nurse involved in this program will be housed at the South Annex, 3819 Jones Street, of the Board of Education of the Omaha Public Schools. The services of the nurse will be available to non-public school pupils on a referral basis, with the nurse being available to classroom teachers in the non-public schools on a consultant basis.

IV. Effectiveness

One of the weaknesses of our present school program is the inability of any one arm of the school system to gather all of the information needed to do an effective job. While there is a great deal of emphasis placed on effort, it sometimes becomes difficult to perform all of the functions a department would like to perform. Thus, in an effort to aid the remedial and psychological clinics, this program will implement the use of the nursing service to assist the clinics in any way possible. This assistance will enhance their work since it will give them a more firm basis on which to make their studies and evaluations. Further, it will offer them the professional service in terms of counseling, evaluation, and follow-up that they are now not presently able to perform to the fullest because of their lack of knowledge of the medical area. The technical knowledge supplied by the nurse will also strengthen the recommendation made by the clinics. The children will also profit through the individualized attention they will receive from the school nurse and through her efforts of working with classroom teachers.

V. Evaluation

The measure of the achievements of this program would include: (1) the increased effectiveness of the services offered by the remedial and psychological clinic because of the information provided by the nurses, (2) the changes taking place in individual and community health conditions through the efforts of the nurse, (3) the relationships established between the school nurse and agencies within the community and (4) the reaction of the student, teacher, and community to the work of the nurse.

ACTIVITY #29

SUPPORTING PSYCHOLOGICAL SERVICES

I. ADMINISTRATION

Salaries	None
2-5-45 Supplies	None
2-5-25 Postage	$ 20
5-4-04 Telephone	1,200
General Administration:	
1-1-11 Clerk (part-time)	248
1-1-10 Secretary & Recording Sec'y	742
1-1-14 Educational Administration	742
1-1-18 Business Administration	581
1-1-20 Data Processing	543
6-2-08	29
6-1-03	103
6-1-04	126
Total - Administration	$ 4,334

II. INSTRUCTION

Salaries:	
2-1-07 Psychologists (6)	$48,000
2-1-96 Clerks (4)	13,000
6-2-08	610
6-1-03	2,190
6-1-04	2,681
2-4-04 Supplies	1,300
2-6-10 Travel	440
Total - Instruction	$68,221

III. HEALTH SERVICES

Salaries:	
3-1-04 Nurses (2)	$12,500
6-2-08	125
6-1-03	450
6-1-04	550
3-2-04 Supplies	100
3-3-03 Travel	200
Total - Health Services	$13,925

VII. MAINTENANCE

7-2-10 Upkeep of Equipment	$ 200
Total - Maintenance	$ 200

VIII. CAPITAL OUTLAY

8-4-25 Equipment - Instruction	$ 500
Total - Capital Outlay	$ 500

TOTAL - SUPPORTING PSYCHOLOGICAL SERVICES	$87,180

COMMUNITY AIDES

I. Purpose

The purpose of the Community Aide project is to employ lay people, with an understanding of the neighborhood problems and an interest in young people, to communicate with the community and to help the community relate to the school program.

II. Objectives

The Community Aide will:

1. Bring the home and school together to work on common problems.
2. Communicate with parents who feel they do not "speak the same language" as school personnel.
3. Attempt to motivate parents and children with respect to the values of school and an education.
4. Keep the community informed as to school programs, adult education programs, and other opportunities available.
5. Attempt to stimulate parental interest in attendance at school functions as parent-teacher programs, open house, etc.
6. Work with parents, children, school nurses, teachers, and other interested parties to foster better health in the home and community.

III. Activities and Services

The Community Aide will be a lay person residing in the designated area to be served, with knowledge, qualities and characteristics necessary for working with both the school and the people of the area. They will be under the direct supervision of the attendance area principals with whom they will work.

The aides will be given in-service and on-the-job training to assist them in fulfilling their role. This training will include techniques to use in making home visitation and telephone contacts. It will help the aides in working with referral notices and other school communique. Emphasis will be placed on items that will assist the aide in working with parents to get a better understanding of the school--its purposes, functions, and values.

The Community Aide will assist parents with school related problems as well as those of a personal nature, including such items as medical assistance, welfare, etc. Any services that will enhance the child's opportunity for success in school may be considered a function of the Home-School Aide.

IV. Effectiveness

The effectiveness of the Community Aide program will be dependent to a great extent on the ability of the personnel to establish good rapport in the community. With this, the lines of communication will be strengthened and the gap that exists in many instances between the home and school will be decreased. Favorable changes in the environment should have a real effect on the attitude and behavior patterns of the young people. Another factor that may contribute to these results would be the reduction and elimination of the personal problems of the parents through the efforts of the Community Aide.

It is apparent that people who live with the problems, speak the language of the people, and have a sympathy and understanding for the conditions will, in all probability, have the most success in definite contribution to the educational program in the educationally deprived area.

V. Evaluation

No formal evaluation procedure will be used to measure the success of the Community Aide program. However, much can be learned from such items as: (1) the number of referrals received by an aide, (2) the ability of the aide to make valuable contributions on referrals, (3) the community's awareness of the school program, (4) the parental interest shown by attendance at Parent -Teacher Association meetings and other school functions, and (5) the changing attendance pattern of the students in the area.

ACTIVITY #30

COMMUNITY AIDES

I. ADMINISTRATION

Salaries:	None
2-5-45 Supplies	$ 20
2-5-25 Postage	15
General Administration:	
1-1-11 Clerk (part-time)	210
1-1-10 Secretary & Recording Sec'y	628
1-1-14 Educational Administration	628
1-1-18 Business Administration	492
1-1-20 Data Processing	460
6-2-08	25
6-1-03	88
6-1-04	107
Total - Administration	$ 2,673

III. ATTENDANCE SERVICES

Salaries:	
3-1-02 Community Aides (22)	$60,000
6-2-08	600
6-1-03	2,160
6-1-04	2,640
3-3-02 Travel	6,000
Total - Attendance Services	$71,400

TOTAL - COMMUNITY AIDES	$74,073

SUPPORTING VISITING TEACHER SERVICE

I. Purpose

The purpose of the proposal is to provide additional visiting teacher services in the areas of educationally deprivation to assist teachers, parents, and children in the utilization of community resources and to help students with their social and school adjustments.

II. Objectives

The objectives of this program are:

1. To provide additional visiting teachers to work in the educationally disadvantaged schools.
2. To perform those services that will most help the parents and children in the utilization of community resources.
3. To work closely with the schools on school related problems.
4. To promote better home-school communication by assisting parents and teachers in better understanding of their children.

III. Activities and Services

This program will provide for the additional services of the visiting teachers in the educationally deprived schools on a more concentrated basis. The primary efforts of these personnel will be to bring a closer school-community relationship, utilization of community resources.

The visiting teacher will receive referrals from various school agents, including the principal, the school nurse, the psychological service, the special services department, and others. These referrals may cover a number of reasons with each being treated on its own merits. The visiting teacher will make home visitations for conferences with the parent, will arrange parent-teacher conferences, and will make appointments for parents with the community agencies when necessary. He will serve as the primary interface between the school and the parents in many instances.

The services of the visiting teacher in the educationally deprived community will also be coordinated with those of the community aides. In many instances, they will supplement their work. These personnel will serve as consultants to the aides.

The Omaha Public Schools presently have visiting teachers serving all schools in the system. The additional visiting teachers will be housed in the same facilities as the present staff. Room is available for them at the South Annex, 3819 Jones Street, of the Board of Education of the Omaha Public Schools.

The visiting teacher service will be extended to the non-public schools on a consultant and referral basis. The services described above will be offered to parents of non-public students on a similar basis.

IV. Effectiveness

The effectiveness of the program will be observed in the changes taking place in community life through the efforts of the visiting teachers. This would include not only the use made of community resources by people living in the community, but also by the dependency they place in the visiting teacher. While this person will not replace the social worker presently active in the community, he will certainly provide a supplementary type of service that will complement those already in operation.

Improvement in the home situation should have a definite affect on the performance of the children in school. Thus, improvement can be expected in academic achievement, school attendance, and student attitudes and interest.

Many of the problems existing with students in school today can be traced to the home situation, with many of them pointing up the parental lack of knowledge regarding community resources. It is felt that if parents are provided with adequate information, the incentive to explore the possibilities of these community resources, and some direction in how to achieve this goal, that many of the existing problems would be decreased if not eliminated altogether.

The present visiting teacher program is not adequate to encompass all of the services that is desirable for people living in the educationally disadvantaged areas. Much of the work in the area is presently being done by school principals. This is not a satisfactory arrangement since it takes the principal from his major supervisory role with teachers. Other possible alternatives would be to use community agencies and interested adults to serve this need. The method proposed was selected because it places a person on the job who is not only familiar with the agencies in the community, but also is a professionally trained teacher, with knowledge and insights into school practices and procedures and their relationships to the community.

V. Evaluation

This program will be evaluated on: (1) the observed improvements taking place in the families using community services through the efforts of the visiting teachers, (2) the changes taking place in the children at school through the efforts of the visiting teacher, and (3) the observations made by community agencies as to the contributions made to their agency by the visiting teacher.

ACTIVITY #32

SUPPORTING VISITING TEACHER SERVICE

I. ADMINISTRATION

General Administration:

1-1-11 Clerk (part-time)	$ 191
1-1-10 Secretary & Recording Sec'y	571
1-1-14 Educational Administration	571
1-1-18 Business Administration	447
1-1-20 Data Processing	418
6-2-08	22
6-1-03	80
6-1-04	97
Total - Administration	$ 2,397

II. INSTRUCTION

Salaries:

2-1-40 Visiting Teachers (8)	$55,000
6-2-08	550
6-1-03	1,980
6-1-04	2,420
2-4-04 Supplies	202
2-6-05 Travel	1,620
Total - Instruction	$61,772

TOTAL - SUPPORTING VISITING TEACHER SERVICE	$64,169

THE IN-SERVICE TRAINING PROGRAM FOR TEACHERS OF DISADVANTAGED

I. Purpose

The In-Service Program of the Omaha Public Schools is a two-year program of guided experiences for supervisors, principals and teachers. It is carried on in groups of not more than fifteen nor less than eight participants. Each participant selects a pupil in whom he is interested and about whom he will gather data, under guidance, and under limitations set by a binding code of ethics established by the group. If there are twelve participants in the group, twelve pupils will be studied by the group. So the program involves the direct study of pupils for whom the participants have responsibilities rather than studying about children or youth in general.

II. Objectives

1. One content of the program is a body of research-established knowledge about factors which influence the learning, behavior, development and adjustment of children and youth. This knowledge is drawn from the biological, social, phychological, medical and psychiatric sciences. This content is absorbed by reading from an extensive bibliography covering research and theory in each of the disciplines mentioned above. This learning is facilitated by regular lectures to all participants from the consultants who service the individual groups. It is especially clarified by discussion of the explanatory scientific concepts in the groups as they are trying to understand the learning and behavior of the individual pupils whom they are studying.

2. A second content of the program is the material gathered by the participants about each child or youth being studied. This material is drawn from seven sources.

    a. The records of the school, including all test results, marks, notes about disciplinary actions and psychological evaluations, records of extra-curricular activities, and whatever information about the parents and other family members there may be in the records.

    b. Interview with former teachers or with teachers and other personnel now working with the child such as vice-principal, counselor, nurse, principal, scout leader, coach, Sunday School teacher, and special subject teachers. Those interviews are strictly for fact-gathering purposes, to get vignettes of the child or youth in action with other people or in other times or in other settings. Opinions or evaluations are not requested or recorded--only facts about matters influencing the child's life or anecdotes about his behavior.

c. Home visits and parent conferences. These are the single most important source of information about the child or youth. Four objectives are sought in these visits or interviews:

   1. To get and record a developmental history of the child in physical, social and psychological terms.

   2. To get and record a picture of the cultural, in a sociological sense, background of the family.

   3. To get and record knowledge of the inter-personal relationships that exist within the family, including the make-up of the family and how the different family members interact with each other and feel about each other.

   4. To build up a mutually re-enforcing working relationship with one or both parents, looking toward helping the child both with his school studies and his total life adjustment.

d. First-hand observations of and recording of descriptions of the child's "life space", giving a picture of the sort of neighborhood the child lives in and of the background of experiences he is likely to have there.

e. Collecting and analyzing samples of the child's art work, arithmetic and spelling papers, compositions, examinations and special reports permits the analysis of the specific persisting errors he makes in language and gives a picture of the pupil's anxieties, fears, goals, and concepts of self and of the world.

f. Writing three or four objective anecdotes per week gives a running picture of the child in action in the classroom, on the playground, in the cafeteria, halls or gymnasium. Recurring patterns in these anecdotes often reveal adjustment problems and developmental tasks on which the pupil is working.

g. Informal conversations with the pupil, whenever possible, gives the child a chance to tell his perceptions of events and of people, his interests, his anxieties and his victories.

3. The third kind of content in the program consists of going through a scheduled pattern of activities designed to help each participant learn how to interpret validly the material he has gathered in his study of the child. These training

methods are designed to train each participant to use the several steps in the scientific method of thinking to arrive at clinical - type judgments about how to help each pupil to improve his learning and behavior. These training processes include:

a. Evaluating anecdotal and other recorded material as to its objectivity, scope and content significance.

b. Classifying data into a seven-area framework that organizes the explanatory scientific concepts and the facts of the case record in relation to each other.

c. Finding recurring situations and recurring patterns of behavior in the recorded materials and organizing these recurring patterns into groups that are inter-related in terms of behavioral dynamics.

d. Making multiple hypotheses about the causations underlying a particular recurring pattern; checking these hypotheses against the actual accumulated data in the case study, and estimating which hypotheses have been validated, which have been proven false, and which lack adequate data for evaluation.

e. During the second year of the program participants not only classify the data into the seven-area framework but they also interpret the meaning of the data in each area separately and in terms of casual relationships between areas.

f. Each year the program culminates by requiring answers, validated by evidence from the record, to the following five questions:

    1. What developmental tasks and adjustment problems was this pupil working on during this year?

    2. What was this pupil up against this year?

    3. What assets did this pupil have?

    4. What did the school do this year to help this pupil with his developmental tasks and adjustment problems?

    5. What could the school do to help this pupil with his developmental tasks and adjustment problems?

III. Activities and Services

The groups meet for about an hour and forty-five minutes every other week throughout the school year. The groups are chaired by leaders and co-leaders who have been trained by the consultants in summer workshops. Each working group is visited by a consultant and by the local coordinator each third or fourth meeting. A meeting of leaders with a consultant and the local coordinator is held each month. The consultants are Dr. and Mrs. Daniel A. Prescott, Institute for Child Study, University of Maryland. The local coordinator is Mrs. Katherine Fletcher, Omaha Public Schools, who has been trained in a series of summer workshops and institutes and directly by the consultants as the program advances. The textbook for the program is, Prescott, Daniel A., THE CHILD IN THE EDUCATIVE PROCESS, McGraw-Hill, New York, 1957.

IV. Effectiveness

The case records developed by each participant are read and evaluated in January and May of each school year by the consultants. These evaluations are made in terms of specific criteria relating to each content area, as well as in terms of the depths of insight revealed in the answers given to each of the five questions listed above.

Next Steps

The In-Service Program in the Omaha Public Schools presently involves 200 school personnel working in 17 first-year groups and 6 second-year groups in 16 different schools.

Summer Workshop for In-Service Training of Teachers of Disadvantaged

An adequate leadership-training program should involve all prospective first and second-year group leaders and at least half of the prospective, co-leaders in a three-week training program during the summer of 1968. This implies a leader-training workshop for about 60 leaders and co-leaders.

The program of such a workshop would involve the following activities:

1. Daily lectures of 1¼ hours for first-year participants.
2. Daily lectures of 1¼ hours for second-year participants.
3. Daily case analysis and group process training laboratory groups for first-year participants lasting two hours--two groups.
4. Daily case analysis and group process training laboratory groups for second-year participants lasting two hours--two groups.
5. Alternate day reading periods in the professional library--two hours.

6. Alternate day observation of demonstration school pupils in class or on trips--two hours.

The work day: These would require about 5½ hours of work of each participant. It would require the services of an administrative coordinator, four full-time consultants, and one full-time typist-clerk.

ACTIVITY #36

IN-SERVICE TRAINING

I. ADMINISTRATION

Salaries:

2-1-05	Coordinator	$10,900
6-2-08		109
6-1-03		392
6-1-04		480
2-5-45	Supplies	100
2-5-25	Postage	20
5-4-04	Telephone	120
2-6-05	Travel	360

General Administration:

1-1-11	Clerk (part-time)	77
1-1-10	Secretary & Recording Sec'y	229
1-1-14	Educational Administration	229
1-1-18	Business Administration	179
1-1-20	Data Processing	168
6-2-08		9
6-1-03		32
6-1-04		39
Total - Administration		$13,443

II. INSTRUCTION

Salaries:

2-5-64	Consultants (2) (part-time)	$ 5,600
6-2-08		56
6-1-03		202
6-1-04		246
2-4-04	Supplies Instructional Tests	100
2-5-65	Other Expenses	150
Total - Instruction		$ 6,354

VIII. CAPITAL OUTLAY

8-3-08	Equipment - Administration	$ 250
8-4-25	Equipment - Instruction	100
Total - Capital Outlay		$ 350
TOTAL - IN-SERVICE TRAINING		$20,147

TEACHER CONSULTANTS

I. Purpose

The purpose of this program is to provide, through the use of teacher consultants, specialized services in the areas of curriculum development and improvement of instruction to teachers of educationally disadvantaged children.

II. Objectives

The teacher consultant would provide a definite service in assisting teachers with the implementation of a sound and well-articulated program of instruction specifically designed to meet the needs of educationally disadvantaged children. Such a person would give intensive help in the basic subjects by consulting with individual teachers on a regular basis. She would also be in a position to recognize when progress is being made and definite goals attained.

III. Activities and Services

The teacher consultant would:

1. Give direct assistance to the classroom teacher in the development of appropriate teaching techniques and procedures to use with educationally deprived students.

2. Provide periodic work sessions and teaching demonstrations illustrating appropriate teaching techniques to be used with disadvantaged children.

3. Assist teachers in the use and preparation of instructional materials which would aid in the teaching of the educationally disadvantaged.

4. Help teachers identify students' needs and deficiencies in the basic skills through the use of various evaluative instruments.

5. Assist with curriculum improvement activities initiated or currently under way which relate specifically to the instruction of the educationally deprived.

6. Be familiar with all available material designed for use with the educationally disadvantaged.

7. Work closely with administrative and supervisory staff who have specific responsibilities in the disadvantaged area.

8. Perform such other related function as may be required.

The services of the teacher consultant would be extended to all public and non-public elementary teachers, Grades K-6, who are currently employed in the school identified in the project proposal. The teacher consultant would not give direct instructions in either the public or non-public schools.

IV. Effectiveness

The effectiveness of this program will be evidenced by the degree to which improvement of instruction is noted in the individual classroom. The elementary teachers will become more aware of the most appropriate techniques and methods to bring satisfying and successful experiences to them. The climate of the classroom will be noticeably affected in terms of general appearance, pupil-teacher rapport, improved behavior, and the interest and achievement of the students.

The teacher-consultant method was selected to best meet the objectives because it was felt that only through intensive, regularly scheduled program of personal contact with the classroom teacher could the desired instructional goals be realized.

V. Evaluation

Through the use of teacher-made tests, standardized tests, and other conventional evaluative procedures, a formal measurement of change or improvement in the instructional program can be recognized. Similar devices might be used to ascertain teachers' attitudes relative to the services provided by the teacher -consultant.

ACTIVITY #37

TEACHER CONSULTANTS

I. ADMINISTRATION

Salaries:		None

General Administration:

1-1-11	Clerk (part-time)	$ 134
1-1-10	Secretary & Recording Sec'y	400
1-1-14	Educational Administration	400
1-1-18	Business Administration	313
1-1-20	Data Processing	293
6-2-08		16
6-1-03		56
6-1-04		68
Total - Administration		$ 1,680

II. INSTRUCTION

Salaries:

2-1-40	Teachers (4)	$31,000
6-2-08		310
6-1-03		1,116
6-1-04		1,364
2-6-10	Other Expense (Travel)	1,760
Total - Instruction		$35,550

TOTAL - TEACHER CONSULTANTS	$37,230

IMPROVEMENT OF LIBRARY SERVICES

I. Purpose

The purpose of this program is to improve and extend the library services in educationally deprived schools by making them accessible to students beyond the school day and by providing additional equipment and materials for reference and enrichment use. Emphasis will be placed on a motivational reading program to assist the weaker reader in strengthening this skill and to encourage the more capable readers to explore in depth the world of books.

II. Objectives

The objectives of the library program are:

1. To extend the hours the library is available to students for study purposes.
2. To provide additional materials for reference and enrichment use.
3. To encourage the use of the library by teachers and students by acquainting them with its many diversified uses.
4. To assist teachers in their quest for new materials and techniques for use with educationally disadvantaged students.

III. Activities and Services

One of the great needs in the disadvantaged home is a place to study where the atmosphere is conducive to learning. Further, these homes offer little in the way of resource and reference materials. Thus, it is extremely difficult for these youngsters to find any real incentive to study under these conditions.

The present policy with respect to the use of library facilities allows the teacher one period a week in the elementary school. The junior and senior high students have a regular librarian on duty daily and receive some structured programming in the use of the library. There are no libraries open beyond the school day on the elementary level, and no evening reference areas available in the junior or senior high school.

This program would allow greater use of the existing facilties with added enrichment and trained supervisory help in the centers. The public school libraries will be open to all students living in the proposed area after school hours and on Saturday mornings.

IV. Effectiveness

The effectiveness of this library program will be dependent to a great extent on the ability of the students to recognize the need for, and value in, the use of the facility. Those students making full use of this opportunity should exhibit an increasing interest in school and, at the same time, improve their level of achievement.

This extended opportunity will allow the student an opportunity to explore and to investigate areas he might not have otherwise investigated under the normal school routine for library use. Further, these students will find the world of books an interesting one and will exhibit this through the increasing number of books they read. Not only will the student benefit from this program, but so will the home as well. For, in his pursuit of reading materials he will take many of them into his home where the adult members of his family may find enjoyment in reading them also.

No one can doubt that exposure to books brings a new world of interest to the child, and in all probability, this exposure will cause him to gain or reinforce his interest in school. By the same token, those teachers who encourage their students to use this facility will find an increasing interest in classroom activities, especially in the discussion area. The student will, in all probability, attempt to bring new ideas into the classroom and when, on the other hand, he finds himself ill-informed on a topic, will avail himself of the opportunity to search out information through the library resource materials. There is no better way to expose children to the world of the printed word than through the school library. Therefore, it is imperative that the library facilities be made available to the educationally deprived youth as frequently as possible.

V. Evaluation

The evaluation of the library services program will be as follows:

1. Through an evaluation of the increased proficiency in the use of the library facility.
2. Through the use of new methods of researching problems.
3. Through the general improvement of the quality of work presented.
4. Through greater depth and understanding of the library facility.
5. Through the greater appreciation of reference and enrichment materials.

MOTIVATIONAL READING

I. Purpose

The purpose of this program is to provide additional help through the use of the library services in the area of reading to educationally disadvantaged children whose weak reading skills may be improved through a motivational experience in reading or whose reading skills may be further developed.

II. Objectives

The objectives of this program are:

1. To provide for the early identification of children from educationally deprived areas who are in need of motivational reading experiences.

2. To expand the reading program of the schools through the use of the library services program.

3. To enrich and improve the reading skills and proficiency of children and youth in the disadvantaged areas.

III. Activities and Services

One of the major problems in education today is the inability of young people to read and comprehend with a high degree of proficiency. This is especially true in educationally disadvantaged situations where children have little opportunity to read in the home due to the lack of such materials. It is also important to note in many of these situations the parents do not have the necessary skills to assist their children in developing good reading habits nor can these parents afford the expense of extra help to assist their children in developing these skills. Test results show the children in the attendance area designated for this service score lowest in the city on readiness and reading skills tests administered over the last ten years.

Through the use of early identification procedures, this program will enable the reading specialists to concentrate their efforts on the child's needs today. The value of this program will be found in the smallness of the groups and the instructor's ability to work with individual students. The student will receive attention in motivational reading through the use of skill and proficiency developing materials and through enrichment reading. Use will be made of various types of mechanical equipment that will be beneficial in assisting the student in becoming a better reader. The enrichment reading program will also be made available to students who are capable readers but who would profit from this experience.

There is no plan presently in existence in the designated area where boys and girls can improve their reading skills through a program conducted outside of the regular school day. Reading teachers are available in the Omaha Public Schools to work with disadvantaged children and youth. These teachers perform both a diagnostic and teaching service. Under the proposed program, motivational reading centers would be made available in the Omaha Public Schools for all children, both public and non-public, residing in the designated area of the proposal and who are identified as needing this enriching experience.

IV. Effectiveness

Since it has been well established through observation and research that success in school is highly dependent upon the child's ability to read well and to comprehend what he reads, it then becomes necessary for the school to provide the opportunity for the child to achieve at his maximum in this area. The effectiveness of this program will be found in the child's improved reading skills and the renewed interest he exhibits in the area. This interest will be found in his enthusiasm to read before the group in a classroom situation, through his increased use of reference materials, through the number of books he selects from the school library for pleasure reading, and through his change in attitude toward school in general. The improvement in his reading skills should also be accompanied by improvement in total school achievement.

This new-found skill or the re-enforcement of an old one will provide the child from an educationally deprived area with school success that he has previously not had. This will tend to decrease his school problems of a disciplinary nature and will help him to gain new status and security within the group. Changes will also be noted in the home situation where more parental interest can be expected to be shown. This, too, will tend to increase the child's security and will enhance the parent-pupil relationship.

Research data on remedial and enrichment reading tend to indicate that those students who are given attention in these areas tend to improve in school attendance, in behavior, in achievement, and in their general outlook toward life. This research also indicates that those students who develop the necessary skills to read well are more able to adjust in a changing society. In our society today, we find many persons who have been displaced by automation, who are unable to be retrained because of their inability to read. In the retraining process, therefore, skill development in reading is one of the first essentials.

V. Evaluation

This program will be evaluated through routine tests and observations of change in the attitudes of the children from educationally deprived areas toward reading experiences, in their ability to comprehend what they read, in their achievement in subject matter areas where reading is a vital part, in the increased interest in reading through their use of the library facilities as indicated by teachers who have them in the classroom situation, and through the interest shown by parents in the program.

ACTIVITY #91

IMPROVEMENT OF LIBRARY SERVICES

I. ADMINISTRATION

Salaries:

2-1-05 Library Consultant	$ 9,000
2-1-92 Clerk	3,200
6-2-08	122
6-1-03	439
6-1-04	537
2-5-45 Supplies	500
2-6-05 Travel	360

General Administration:

1-1-11 Clerk (part-time)	305
1-1-10 Secretary & Recording Sec'y	914
1-1-14 Educational Administration	914
1-1-18 Business Administration	715
1-1-20 Data Processing	669
6-2-08	36
6-1-03	127
6-1-04	155
Total - Administration	$17,993

II. INSTRUCTION

Salaries:

2-1-40 Librarians (10)	$65,000
2-1-94 Libary Clerks (5)	11,000
6-2-08	760
6-1-03	2,736
6-1-04	3,344
2-3-01 Materials - Library & Audio-Visual	5,000
Total - Instruction	$87,840

TOTAL - IMPROVEMENT OF LIBRARY SERVICES	$105,833

PART III

MULTIPLE ACTIVITIES PROGRAM

SECTION C

EVALUATION AND INTERPRETATION

EVALUATION AND INTERPRETATION

I. Purpose

A. Objective

Assessment of the effectiveness of a comprehensive compensatory education program is the principal objective of this evaluation. The program is one that was launched at the beginning of the 1964-65 school year; it involved, at that time, eight elementary schools in an economically disadvantaged area of the city.

B. Procedures

The procedures are designed to provide two kinds of evidence regarding the effectiveness of the Assistance for Intercultural Development (AID) Program. One kind of evidence will consist of the results of measurements of change in teachers' interpretation of the behaviors of children. Specifically, the measurements will apply to (1) teachers' ability to draw warranted conclusions from data pertaining to children's behavior and development, (2) teachers' ability to work out appropriate plans of action based on information about pupils, and (3) teachers' attitudes toward so-called "behavior problems" of children.

The other kind of evidence will consist of data pertaining to the pupils in the AID area. More particularly, the evidence will include (1) assessments of change in pupils' self-concepts, (2) measurements of the pupils' school achievement, and (3) pupil attendance in school.

Pupils in five elementary schools which are not involved in the program constituted a comparison group. The five schools are deemed to be in all respects comparable to the schools participating in the study program. The teachers in the five comparison schools will be given all the tests administered to the teachers in the in-service training program to further establish the comparability of the two groups of schools.

A random sample of teachers drawn from all the elementary school teachers of Omaha serves as a comparison group against which to judge the changes in the teachers in the in-service training program; all will have taken the same tests as the in-service training participants, but they are not enrolled in the program.

II. Problem

This research if effective, should help establish the values of a particular in-service method of improving teachers' understanding of child behavior and development. The problem will be to determine the results of the participation of teachers from elementary schools in a systematic and methodologically well established in-service program, and compensatory education help.

Specifically, the problem is (1) to learn what changes in teachers' attitudes toward children and in their understanding of and plans of action for behavior and development will result from this program in in-service education and (2) to determine what changes in pupil achievement, pupil attendance and pupil self-perception accompany the participation of the teachers in the program. Especially important is the fact that these schools are located in a socially and economically underprivileged area. It is Omaha's most disadvantaged area. There is, therefore, inherent in the research the question whether participation in the compensatory education program will be accompanied by significant changes in teachers whose work is in schools of the kind herein mentioned.

III. Related Research

For more than twenty-four years a particular plan for the improvement of teachers' understanding of children has been in use and has involved upwards of fifty thousand teachers. The plan centers in the gathering of information by the individual teacher about an individual pupil and the teacher's periodic discussion (sharing in discussion) of the information with a small group of fellow teachers. Discussion of the information, much of it anecdotal, is carried on under the direction of qualified consultants experienced in the tactis of the method.

The plan has been described fully by Prescott and others in a publication of the American Council on Education (1945) and by Prescott (1957). The preface of the latter publication provides succinct description of the method.

Research aimed at the evaluation of the program just referred to and other somewhat similar methods has not been lacking; it has, however, left room for more rigorous assessment and especially assessment that takes account of changes in the behavior and development of the pupils of the participating teachers. Greene (1952) determined the changes in curriculum practices of teachers who participated in a child study program. Haddock (1955) studied teachers' sensitivity to principles of human growth and development during their involvement in child study. Evidences of other kinds of changes in child study participant have been reported by Kindred (1954), Lehman (1952), Mershon (1950), Murphy (1953), Myksvoll (1951), Perkins (1949), (1951), Perkins and Brandt (1956), Pockrus (1949), Reed (1953), Waetjen (1951), and Wood (1956). Studies with similar emphasis upon changes in the understanding of child behavior but with pre-service teachers involved have been conducted by

Lynch (1950), and Nelson (1952). None of the studies here referred to pertained to teachers of pupils from predominately underprivileged, Negro home backgrounds.

The broad spectrum of research pertaining to teachers' attitudes toward children and children's problems contains many more publications that cen be mentioned--or should be mentioned--in this brief review. The effort made by Wickman (1928) to evaluate teachers' judgments of the relative seriousness of "problem behaviors" of pupils has served as the point of departure for numerous replications of it and for the conducting of other studies having similar objectives but with alterations of methodology.

A representative sample of Wickman-type studies would include Hunter (1958), Mitchell (1942), Schupp and Gjerde (1953), Sparks (1952), and Stouffer (1952), all of whom in varying degrees corroborated Wickman's finding that teachers' judgments of what are serious problems and those of "mental hygienists" differ; teachers tend to view behaviors as serious in the degree to which they are disruptive of the work of the classroom or at variance with the community's accepted code of good conduct. The mental hygienists showed relatively greater concern for withdrawing behavior and manifestations of hostility.

A careful review of the Wickman-type studies was done by Beilin (1959) which points up methodological limitations in Wickman's study and also--of special relevance to the presently proposed study--the inadequacy of the studies of Wickman and others in taking account of the relationships of socioeconomic factors to children's behavior problems.

A persistent problem that besets research related to teachers' understanding of child behavior consists of the limitations of instruments intended to assess such understandings. Efforts to devise and to improve instruments for this purpose have been made by Baller (1957), Baller and Baker (1958), Horrocks (1946), Lynch (1950), and Nelson (1952). One thing that is evident from all of these studies is the teacher's inability (speaking generally) to assess behavior objectively, to know when judgments are warranted, and to relate plans of action to the facts about a child's own perceptions, motivations, feelings, and thinking. The research herein proposed must be sensitive to the measurement difficulties just described.

Because the research will give special attention to the problem of pupil attendance and dropout from school, acquaintance with the related literature is important. Encouragement for the hypothesis that there is a relationship between the improvement of a school's retention rate and the better understanding of pupil behavior on the part of teachers is supplied by the reports of Bernston (1960), Bledsoe (1951), Boggan (1955), Bond (1962), Cook (1956), Hecker (1953), Huber (1963), Josselyn (1962), Kuhlen and Collister (1952), Liddle (1962), Parsons (1958), and Thomas (1954).

Finally, for its relevance to the present proposal is the literature pertaining to self-perception. This literature is voluminous. Of special importance at the moment are (1) theoretical positions regarding self-concept formation and (2) studies descriptive of methods of measuring self-perception and self-concept. Bills (1954), Hilgard (1949), and Jersild (1959), (1960), are three persons (there are numerous others) who have spelled out in some detail the central place that concept of self has in human motivation and personality development. Jersild (1955 in particular has emphasized the importance of teachers being able to face themselves--to gain and maintain self-acceptance.

Helpful to the selection and/or preparation of instruments for the measurement of self-perception are the publications of Lipsitt (1958), McQuitty (1950), Perkins (1958), Remmers and Shimberg (1957), Taylor and Combs (1952), Washburn (1961), (1963), and Walsh (1963).

IV. Objectives

The central objective of this research is to learn whether teachers' participation in a systematic and well-defined in-service training program will result in the improvement of teachers' understanding of child behavior and development and changes in their attitudes toward children. A closely related objective is to determine whether there is a relationship between teachers' participation in the program and changes in pupil behavior and development.

The following hypotheses will be tested in order to accomplish the objectives mentioned:

A. Participation by a teacher in the in-service training program will be accompanied by changes in the teachers' formulation of judgments about the behavior of the child; that is, tendencies to hasty and unwarranted conclusions will be changed during the teacher's involvement in the program

B. Participation in the in-service training program will be accompanied by changes in teachers ability to develop knowledge about pupils' behavior and development.

C. Participation by a teacher in the in-service training program will be accompanied by the changes in the teachers' attitudes toward various "problem" behaviors of pupils.

D. Participation in the in-service training program will be accompanied by significant changes in teachers' understanding of principles of child behavior and development.

E. Participation in the in-service training program will be accompanied by significant improvement in pupil achievement in subject matter.

F. There will be significant change in pupils' self-concept during the period of the teachers' participation in the in-service training program.

G. There will be improvement in pupils attendance records that will accompany the teachers' participation in the in-service training program.

V. Procedures

The objectives of determining whether certain kinds of change in teachers and in their pupils will accompany the teachers' participation in a particular kind of in-service training program makes the research, in general sense, an experimental one.

A. General Design

Dependent variables in the study will fall into two categories. One category will include evidences of changes in teacher behavior. The kinds of behaviors to be measured are those indicated in hypotheses 1, 2, 3, and 4. The factor to be manipulated in the study is that of teacher participation or non-participation in the in-service training program. The other category will include evidence of change in pupils in behaviors mentioned in hypotheses 5,6, and 7.

B. Population and Sample

The study involves three groups of teachers. Besides the group of elementary school teachers of the disadvantaged (Group E) in the in-service training program, there is another group against which the first mentioned can be compared while the in-service training program is in progress. The comparison group (Group G) consists of elementary school teachers (excluding any from (Group E) drawn at random from all elementary school teachers in the Omaha Public Schools. Their function is to make possible the eventual generalization of findings beyond the restricted limits of Group E--generalizations that can derive only from the relative amounts of change (if any) in the groups respectively, when one is compared to the other. The third group of teachers consists of those who teach in the Group C schools referred to in the next paragraph.

Pupils involved in the study are all those in the eight "E" schools of the in-service training program and all those of five elementary schools (Group C) not included in the in-services training program but deemed to be in all important respects comparable to the schools in the in-service training program. There are approximately 10,000 pupils in the schools of the in-service training program; there are approximately 3,500 pupils in the comparison schools. The home backgrounds of all pupils are of a lower-class socio-economic level.

C. Data and Instrumentation

Data for the first four hypotheses--those pertaining to the teachers--will derive from the use of three different instruments. The instruments and the hypotheses to which they will relate are as follows:

1. Three case study analyses are being employed to test hypothesis:

   a. The instruments are respectively: *The Case of Mickey Murphy* (Baller, 1954; Baller and Baker, 1958), *The Case of Barry Black* (Horrocks, 1960), and *The Case of Connie Casey* (Horrocks, 1960). The first of the devices produces three scores; two related to hypothesis 1, namely a score for "Avoidance of Hasty Conclusions" and a score for "Interpretation of Data."

      The Case of Barry Black produces a score indicative of ability to diagnose pupil difficulties that are social-emotional.

      The Case of Connie Casey results in a score indicative of ability to diagnose pupil difficulties arising mainly from physical and economic factors.

      The third part of *The Case of Mickey Murphy* is being used to test hypothesis 2. The score for this part is described as "Formulation of Plans of Action."

2. *The Wickman Scale of Teachers' Attitudes Toward Pupils' Problems* (Wickman, 1928) with the methodological modifications recommended by Beilin (1959) is being used to test hypothesis 3. Discrepancy scores between teachers' ratings and mental hygienists' ratings will be used as response values for measurement purposes.

3. *Horrock's Test of Knowledge of Fact and Principle* (Horrock, 1960) is to serve as the means of testing hypothesis 4.

4. Testing of hypothesis 5 involves the use of *The Metropolitan Achievement Test*, Reading Part only in grades 1 and 2 (Durost, etal, 1959). Follow-up testing (after the year already completed) will be done with more advanced forms of the same test. For grades 3 through 7 the *Iowa Tests of Basic Skills* (Lindquist, etal, 1956) are being employed.

5. The principal method for testing hypothesis 6 is the *Perkins Q Sort* (Perkins, 1948). Scores are in the form of coefficients of correlation between "self" and "ideal self." An adaptation of the Perkins Q Sort has been developed (and proven suitable for use in grades through 8).

Another instrument to be employed in testing hypothesis 6 is the SRA Junior Inventory, Form S. (Remmers and Bauerfiend, 1957). The fact that it was prepared for use with grades 4 through 8 restricts its use; that is, it precludes measurement in the first four grades.

6. Data relevant to hypothesis 7 will consist of the attendance records--incidence of school absence--for all "E" schools and all comparison schools and will be compiled for the five years preceding the inauguration of the in-service training program and for the duration of the study.

D. Analysis

Since the scores to be derived from the tests used with hypotheses 1, 2, and 3 are on ordinal scale, it is anticipated that a non-parametric technique will be used in the data analysis. At each test period the scores of the teachers in Group E will be compared with those of the teachers in each of the other groups. Not only will the actual scores be compared, but the change in scores will be compared to determine whether there are significant differences.

The data for hypothesis 4 will be analyzed in a manner similar to those for the first three hypotheses except that the data probably will satisfy the assumptions necessary for an analysis of variance.

The analysis of variance technique will be used for the examination of hypothesis 5. Grade levels will be analyzed separately and the sampling unit will be the classroom.

In the examination of hypothesis 6 an appropriate method of comparing differences in coefficients of correlation will be applied to the Q Sort data. For data from the SRA Inventory as used with hypothesis 6, and appropriate non-parametric technique will be employed.

The chi square technique will be applied to the data incident to absence from school for hypothesis 7.

The problems inherent in repeated measurements are recognized, and it is anticipated that consultant help may be required to determine how best to deal with possible occurences of regression effect.

E. Time Schedule

During October and November of 1964 with the help of funds in the amount of $12,500 available to the Omaha Public Schools from the Grant Foundation, the following steps were accomplished in the research:

1. All teachers involved in the research were given the tests for teachers that are mentioned under Data and Instruments.

2. All pupils in the two categories of schools were given the achievement tests and responsed to the Q Sort Inventory and the SRA Inventory.

3. Qualified assistants began the development of the records pertaining to school attendance.

In the autumn of 1966, it was decided to permit and encourage a limited number of teachers, who had successfully completed two years of Child Study, to experiment freely with ways of facilitating learning among their pupils. Through Child Study they had come to recognize the many factors that influence learning in children, both positively and negatively. They were expressing dissatisfaction with what they felt to be a lack of freedom to adapt classroom activities in such a way as to recognize, accept and work effectively with individual differences among their pupils. It was decided to give these teachers not only freedom but active aid in their desire to individualize learning.

With financial help from McRel, fourteen elementary teachers and one junior high teacher in Omaha undertook to differentiate the work with the pupils in their classes. Through their Child Study experiences they already had gained skill in gathering and interpreting the facts about individual children that were shaping the pupils' learning. They also had developed the capacity to diagnose the learning needs and adjustment problems of these children as individual persons. Now they were to be free to work with these children in any way that seemed to show promise of enhancing learning, starting wherever the individual was. This process has not gone on through a period of about seven months and certain outcomes are perceptible.

It is planned to increase the number of teachers in the experimenting group to 45 in 1967-68. This will be an increase of thirty. Many more persons who have successfully completed two years of Child Study are available, of course. But this amount of expansion is as much as can be handled. It involves supplying the new participants with consultant help, needed tape recorders, supplementary classroom material, opportunities for frequent bus trips with pupils, and adequate evaluation of the change in the learning rates of different children. More than a thousand children will be involved in ten different schools. The evaluation of changes in the learning rate, in the concepts of self and in the emotional adjustment of this pupil population is a considerable task. The evaluation of changes in the individual teachers' methods of facilitating learning in the pupils is an even more difficult task. In addition to self

-report, logs of day-to-day activities, tape records, and verbal evaluations from principals, we greatly need an objective study of behavior changes of the participating teachers as they facilitate learning. A number of new methods and devices have been tried out during the past decade and a number of them need to be tried out in this study.

VI. Personnel

A full time staff member will be employed by the Omaha Public Schools to determine research design, establish patterns of information and compile the information. Two part-time research assistants or one full-time research assistant will be added to the staff. Central Office staff members will aid in the collection of information and help provide direction for the program.

VII. Facilities

Facilities of special importance to this research are the educational and psychological test laboratory of the University of Nebraska; the calculator laboratory which includes more than a dozen desk calculators of recent date, some with wide-range capability; the Computer Center of the University of Nebraska, which includes among other equipment, both an IBM 1410 computer and a 1620 computer, the statistical laboratory of the University of Nebraska; and the statistical laboratories of the University of Omaha and the Omaha Public Schools.

ACTIVITY #94

EVALUATION AND INTERPRETATION

I. ADMINISTRATION

Salaries:	
2-1-05 Research Coordinator	$11,000
2-1-92 Clerk	3,200
6-2-08	142
6-1-03	511
6-1-04	625
2-5-45 Supplies	250
2-5-25 Postage	10
5-4-04 Telephone	120
2-6-05 Travel	300
General Administration:	
1-1-11 Clerk (part-time)	96
1-1-10 Secretary & Recording Sec'y	286
1-1-14 Educational Administration	286
1-1-18 Business Administration	224
1-1-20 Data Processing	209
6-2-08	12
6-1-03	40
6-1-04	49
Total - Administration	$17,360

II. INSTRUCTION

Salaries:	
2-1-05 Research Assistants	$ 9,000
6-2-08	90
6-1-03	324
6-1-04	396
2-4-07 Research Supplies	1,000
2-5-65 Other Expense	250
Total - Instruction	$11,060

VIII. CAPITAL OUTLAY

8-4-25 Equipment - Instructional	$ 500
Total - Capital Outlay	$ 500
TOTAL - EVALUATION AND INTERPRETATION	$28,920

PART III

MULTIPLE ACTIVITIES PROGRAM

SECTION D

SUMMER PROGRAM

SUMMER PROGRAM

The Summer Program will extend and expand all of the activities and services offered during the regular school year through the Multiple Activities Program. A complete offering of courses will be made available to help in the educational and cultural development of the children served by the Multiple Activities Program. The Summer Program will operate through the Extended Use of Staff and Facilities Program and will support and supplement the Omaha Public Schools regular summer school program.

ACTIVITY # 26

SUMMER PROGRAM

II. INSTRUCTION

2-1-40 Teachers	$110,000
2-1-95 Clerks	4,000
6-2-08	1,100
6-1-03	4,104
6-1-04	5,016
2-4-01 Food Service	3,000
2-4-04 Supplies (Teaching)	14,600
2-5-65 Other Expense	17,000
Total - Instruction	$158,820

IV. PUPIL TRANSPORTATION

4-2-05 Pupil Transportation	$ 10,949
Total - Pupil Transportation	$ 10,949

V. OPERATION OF PLANT

5-1-04 Custodians	$ 10,000
6-2-08	100
6-1-03	360
6-1-04	440
Total - Operation of Plant	$ 10,900

VII. MAINTENANCE

7-6-11 Materials	$ 1,000
Total - Maintenance	$ 1,000

TOTAL - SUMMER PROGRAM	$181,669

PART IV

JUSTIFICATION FOR THE PROGRAM

JUSTIFICATION FOR THE PROGRAM

In July of 1963, the mayor of Omaha requested that the Omaha business, civic and religious community develop committees which would be representative of the community and which could review the needs of the negro community concerning job opportunities, housing and education. As a result of this, three sub-committees were appointed by the mayor--Employment, Housing and Education--with an over-all committee of twelve.

While the present program under Title I of the Elementary and Secondary Education Act is not a racial program, it is, nevertheless, related to this program because all evidence points to the fact that minority groups are groups closely related to minority groups in housing and education will be the areas most affected by the Title I provisions.

As a result of the activities of the Education Committee, recommendations were submitted to the mayor's committee for approval on April 7, 1964.

Because of the activities of the Education Committee prior to the time of submission of the Education Committee's report, some activities had been introduced by the Omaha Public School Board of Education to improve the educational program related to the educationally disadvantaged.

1. The employment of a director of Compensatory Education.
2. The institution of an in-service training program for teachers in disadvantaged areas.

A detailed blueprint for improvement of the educational program in these areas was a part of the AID (Assistance for Intercultural Development) Program, proposed in the report to the mayor's committee. This program is the basis for this application for Title I and the documentation for the AID Program becomes the documentation for a multiple activities program.

It is not intended that the AID Program which has already been placed in operation would be funded by Elementary and Secondary Education Act funds, rather it is proposed that the program be expanded to the areas not originally included which are identifiable as areas of poverty and that the program be expanded as was originally planned, but for which funds were not available.

The original concept was that on every front from pre-school through high school and including in-service training of staff, the additional appropriations for programs with particular emphasis on parent and community participation, the total impact of the program be such that there would be a change in community attitude and community participation, the total impact of the program be such that there.

would be a change in community attitude and community involvement which would create a better climate for teaching and learning and for effort and motivation. One full year of experience has indicated that this concept is justified; and, therefore, it is planned that with the help of federal funds this can be expanded and implemented for the continuing year.

PART V

JUSTIFICATION FOR THE AREA SERVED

JUSTIFICATION FOR THE AREA SERVED

The original AID Program, as has been stated, is based on the bi-racial problem. However, turning to the justification, pages three, four, five, thirteen, and fourteen, in the research data portion of the AID Program, the same material would be applicable as a justification for poverty areas in the city under the Title I Project. For example, figure three, showing the housing unit is an identification of what is known as the Near-North Side and the Indian Hill-Highland areas of the south part of Omaha in the Omaha Public School District.

Figure four, on page thirteen, shows that the median family income of all people in Omaha, according to the 1960 United States census figures, would be a justification for the selection of the same census tracts: East Omaha, Near-North Side, and the Indian Hill-Highland area in the south area of Omaha.

Median school years completed would also cover the same census tract areas including East Omaha. The AID data, of course, is based on the 1959 and 1960 census. There has been some change since that time, but it has only more clearly identified these areas. Additional data is found in a study by the University of Omaha, Sociology Department under the direction of Professor Phillip Vogt. This was a 1963 study. Included in this material is an identification on the basis of employment, dropouts, delinquency, illegitimacy, and a summary clearly identifying the census tract areas which lie in, roughly, the same areas identified as the areas to be served under this proposed project.

A third study is of the achievement data for the 1964-65 school year for the Omaha Public Schools showing the educationally disadvantaged areas of that year, and again, the same schools show the lowest achievement level on standardized tests during the past school year. This is additional proof that the economic social effects are related to the educational achievement of the children in the schools.

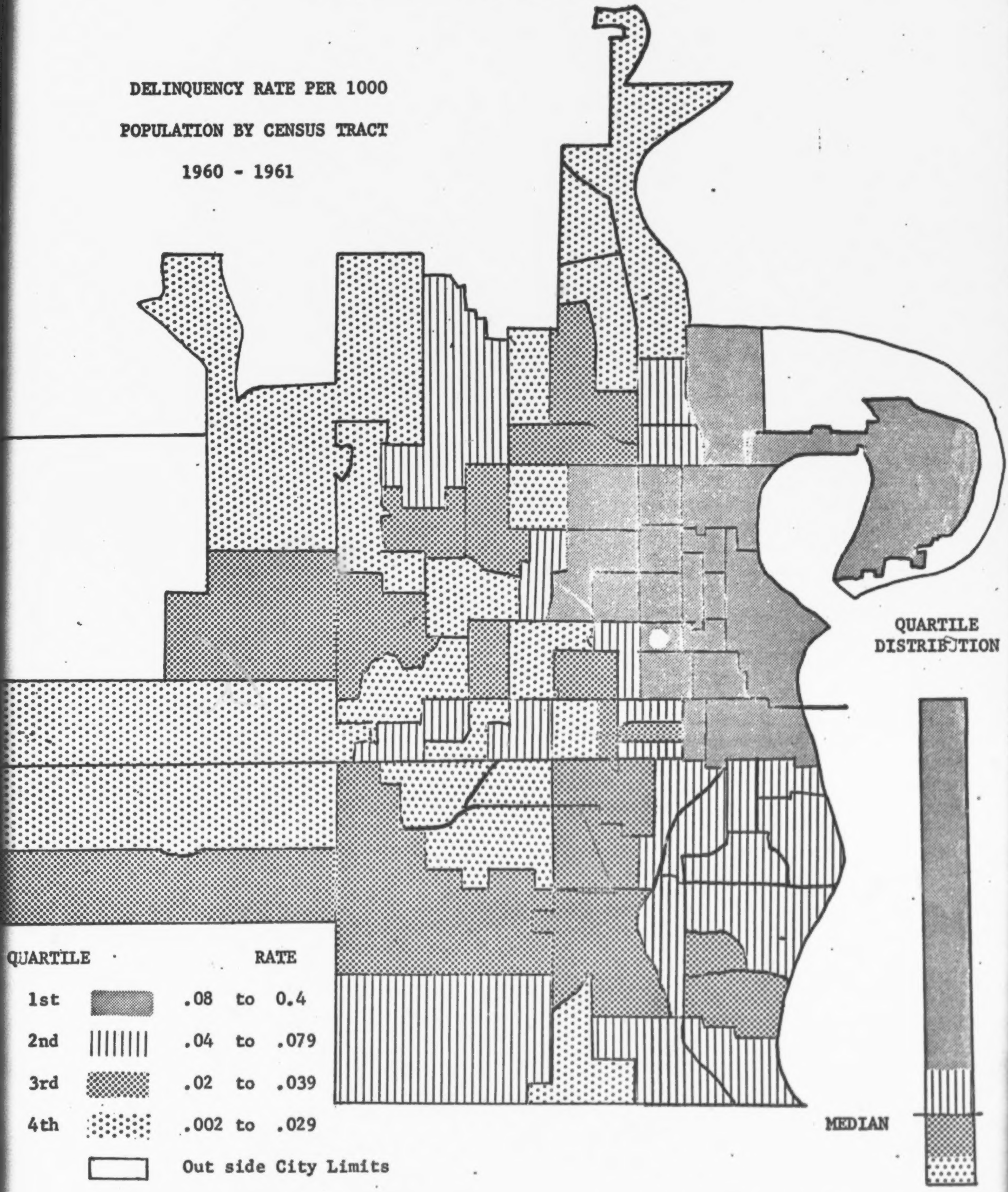
A fourth documentation is the number of children presently living in the housing projects. All of the Omaha Public Housing Projects occupied by children presently lie within the attendance areas identified as a part of this project.

While it is extremely difficult to draw a line saying these are the poverty pockets, the attendance areas selected seem to be without a doubt identifiable and correct. They also are identified by the Greater Omaha Community Action Council, Inc. (GOCA) as poverty areas for help from the Office of Economic Opportunity. This is a further justification for inclusion of the areas selected.

Since the areas selected comprise more than twenty per cent of the children in the Omaha Public School area and yet, since they are also clearly identifiable as pockets of poverty, we feel that there can be no question about their inclusion. The supporting data is included in the attachments. These include the following attendance areas: Druid Hill, Kellom, Lothrop, Kennedy, Lake, Long, Conestoga, Pershing, Webster, Franklin, Saratoga, Highland, Indian Hill, Central Grade and Monmouth Park. Included in these attendance areas are the non-public schools: St. Anthony, St. Benedict, Sacred Heart, Holy Angels, St. John, and Sharon, a Seventh Day Adventist School. Also in the attendance areas are three junior high schools: Technical Junior High School, Horace Mann Junior High School, and Indian Hill Junior High School. Technical High School has more than 80 per cent of its student body from the attendance areas already identified.

OMAHA, NEBRASKA 1960 CENSUS TRACT MAP

DELINQUENCY RATE PER 1000
POPULATION BY CENSUS TRACT
1960 - 1961

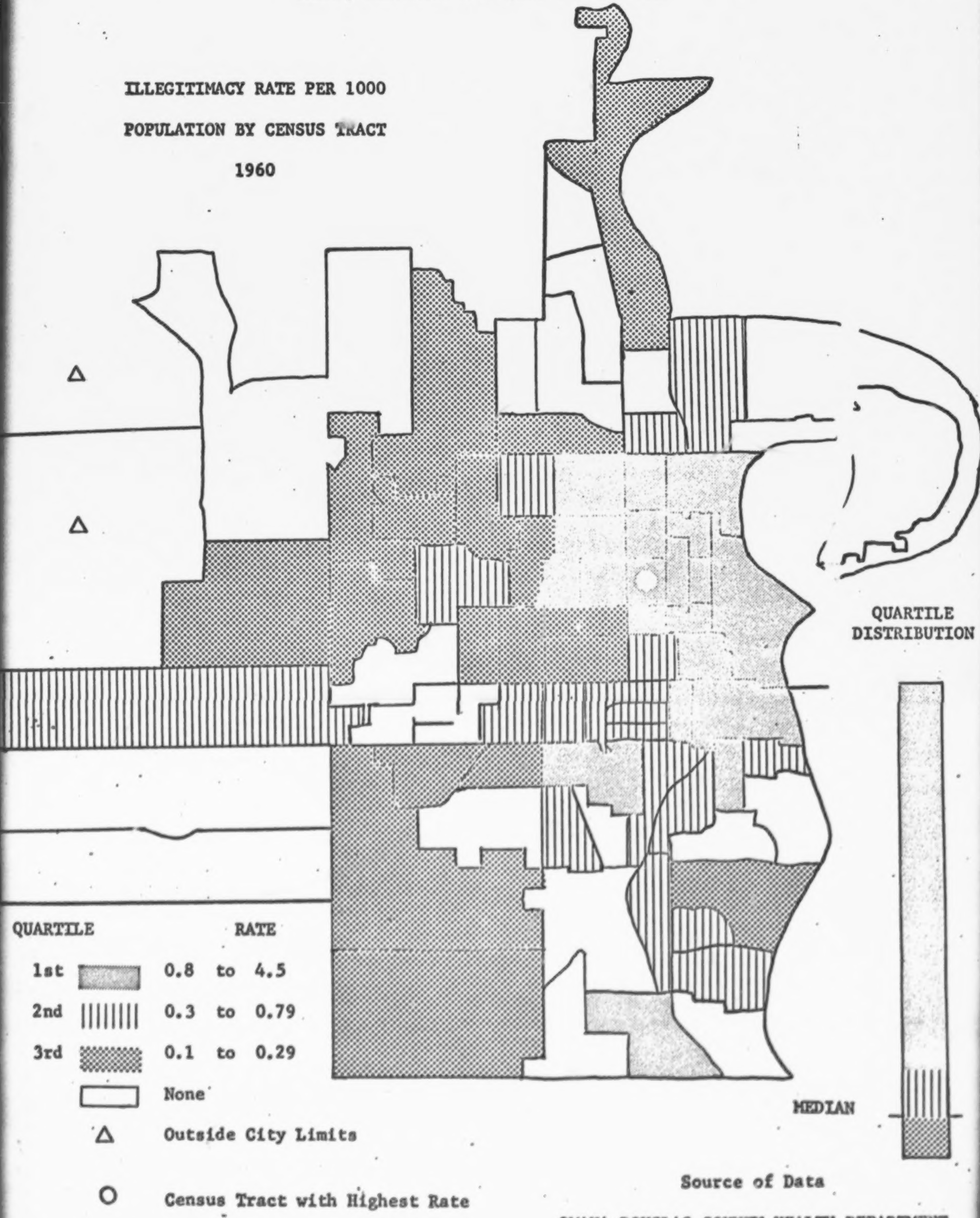

QUARTILE DISTRIBUTION
MEDIAN

QUARTILE		RATE
1st	▒	.08 to 0.4
2nd	▥	.04 to .079
3rd	▩	.02 to .039
4th	░	.002 to .029
	☐	Out side City Limits
	○	Census Tract with Highest Rate

Source of Data

JUVENILE COURT

OMAHA, NEBRASKA 1960 CENSUS TRACT MAP



ILLEGITIMACY RATE PER 1000
POPULATION BY CENSUS TRACT
1960

QUARTILE DISTRIBUTION
MEDIAN
QUARTILE
RATE
1st ▨ 0.8 to 4.5
2nd ||||||| 0.3 to 0.79
3rd ▒ 0.1 to 0.29
☐ None
△ Outside City Limits
○ Census Tract with Highest Rate

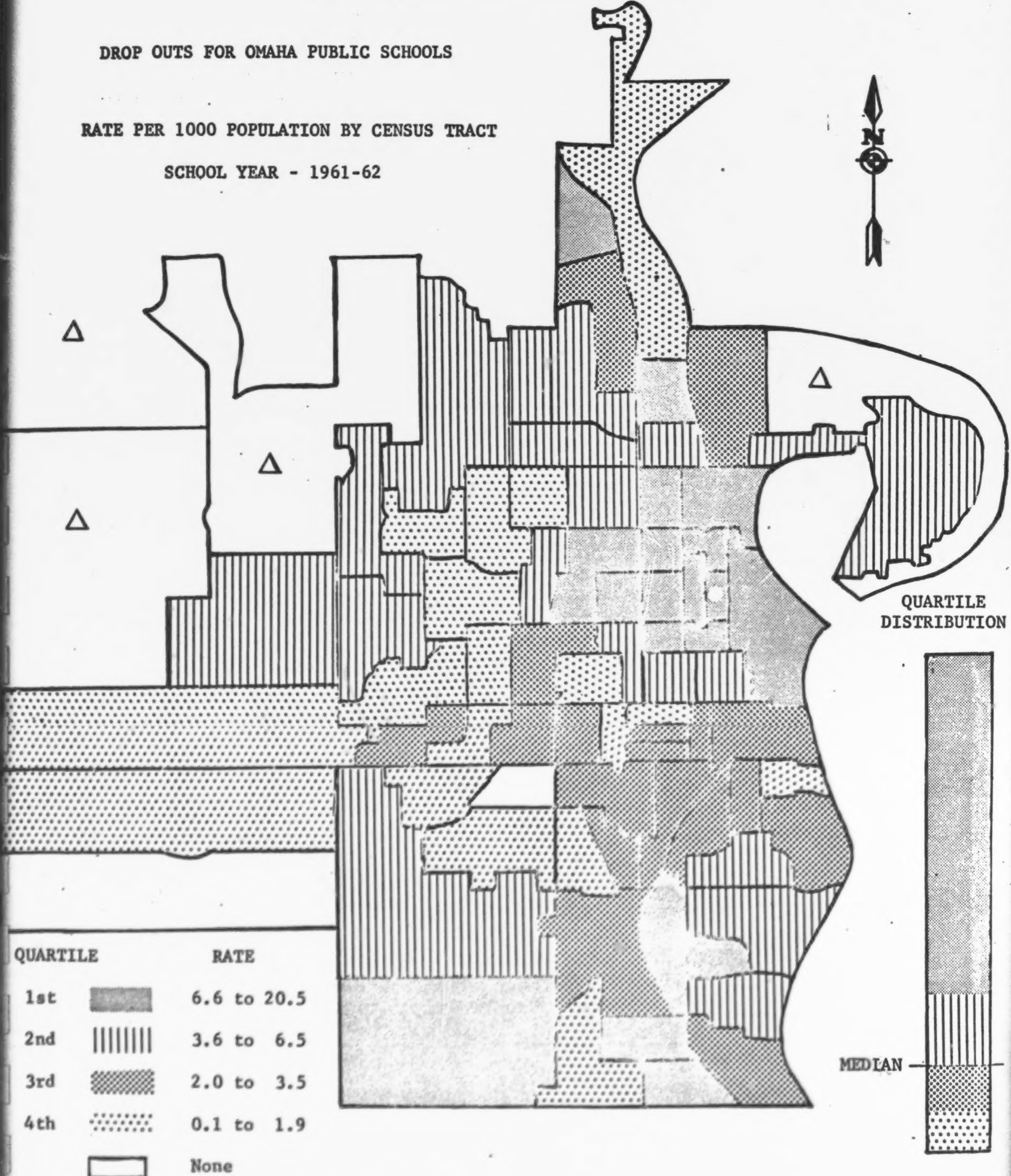
Source of Data
OMAHA DOUGLAS COUNTY HEALTH DEPARTMENT

OMAHA, NEBRASKA 1960 CENSUS TRACT MAP

DROP OUTS FOR OMAHA PUBLIC SCHOOLS

RATE PER 1000 POPULATION BY CENSUS TRACT

SCHOOL YEAR - 1961-62


N
QUARTILE DISTRIBUTION
MEDIAN

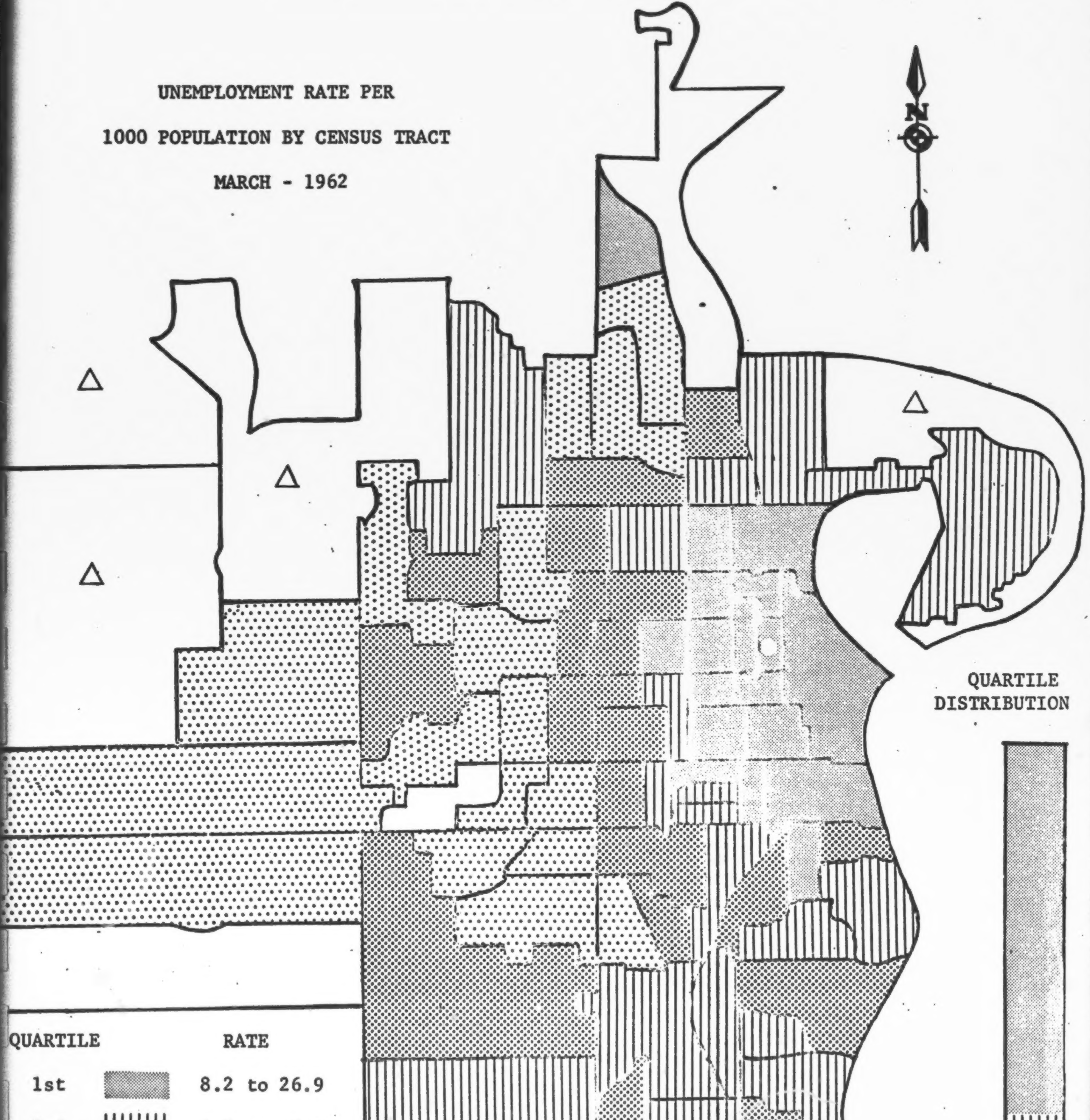
QUARTILE		RATE
1st	▓	6.6 to 20.5
2nd	▥	3.6 to 6.5
3rd	▩	2.0 to 3.5
4th	░	0.1 to 1.9
	☐	None
	△	Outside City Limits
	○	Census Tract with Highest Rate

Source of Data
OMAHA PUBLIC SCHOOLS

OMAHA, NEBRASKA 1960 CENSUS TRACT MAP

UNEMPLOYMENT RATE PER 1000 POPULATION BY CENSUS TRACT

MARCH - 1962


N
QUARTILE DISTRIBUTION
MEDIAN

QUARTILE		RATE
1st	▨	8.2 to 26.9
2nd	‖‖‖‖‖‖	4.2 to 8.1
3rd	▨	2.5 to 4.1
4th	⁙	0.5 to 2.4
	☐	None
	△	Outside City Limits
	○	Census Tract with Highest Rate

Source of Data

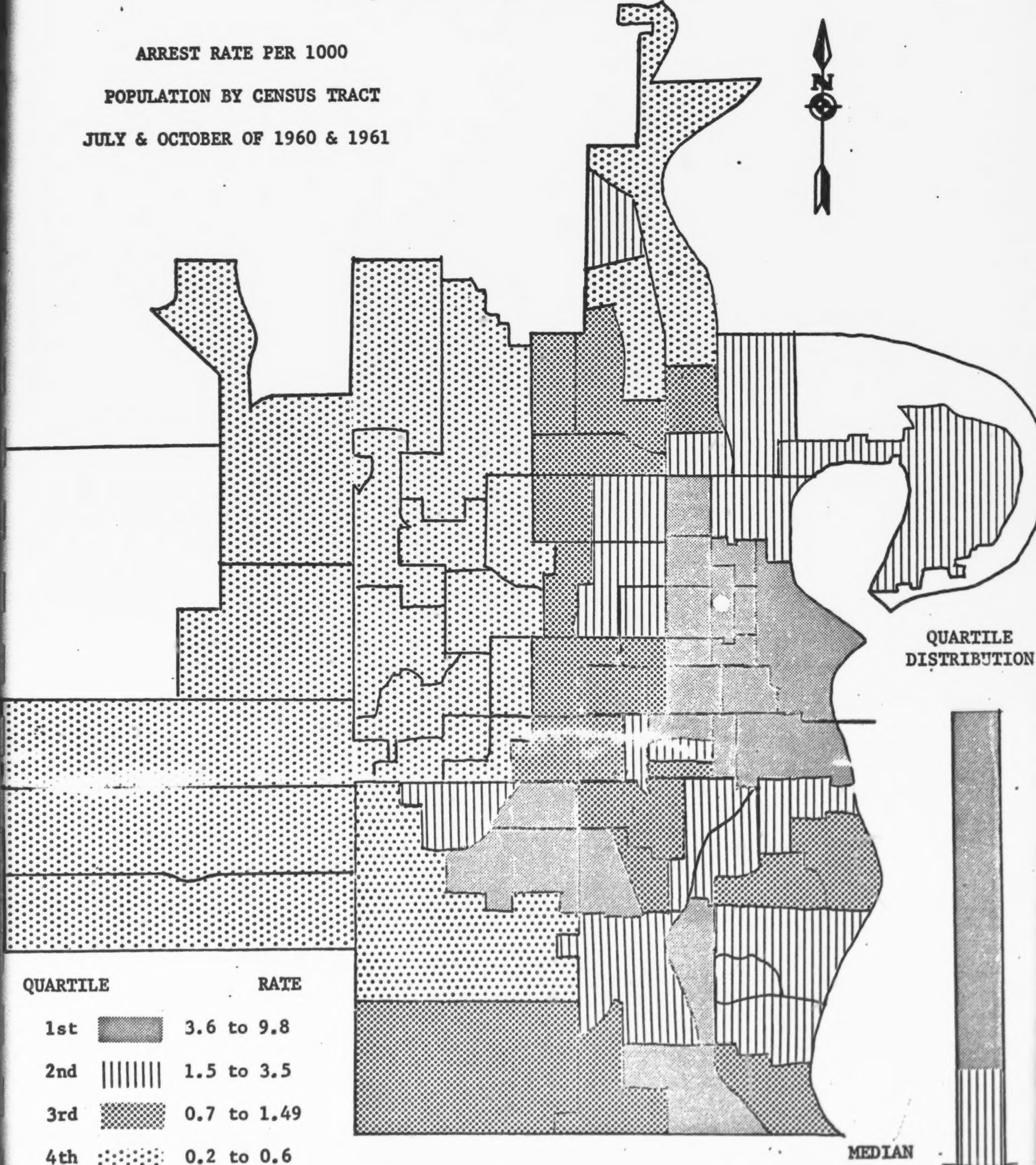
STATE UNEMPLOYMENT OFFICE

OMAHA, NEBRASKA 1960 CENSUS TRACT MAP

ARREST RATE PER 1000

POPULATION BY CENSUS TRACT

JULY & OCTOBER OF 1960 & 1961


N
QUARTILE DISTRIBUTION
MEDIAN

QUARTILE		RATE
1st	▨	3.6 to 9.8
2nd	▥	1.5 to 3.5
3rd	▩	0.7 to 1.49
4th	░	0.2 to 0.6
	☐	Out side City Limits

○ Census Tract with Highest Rate

Source of Data

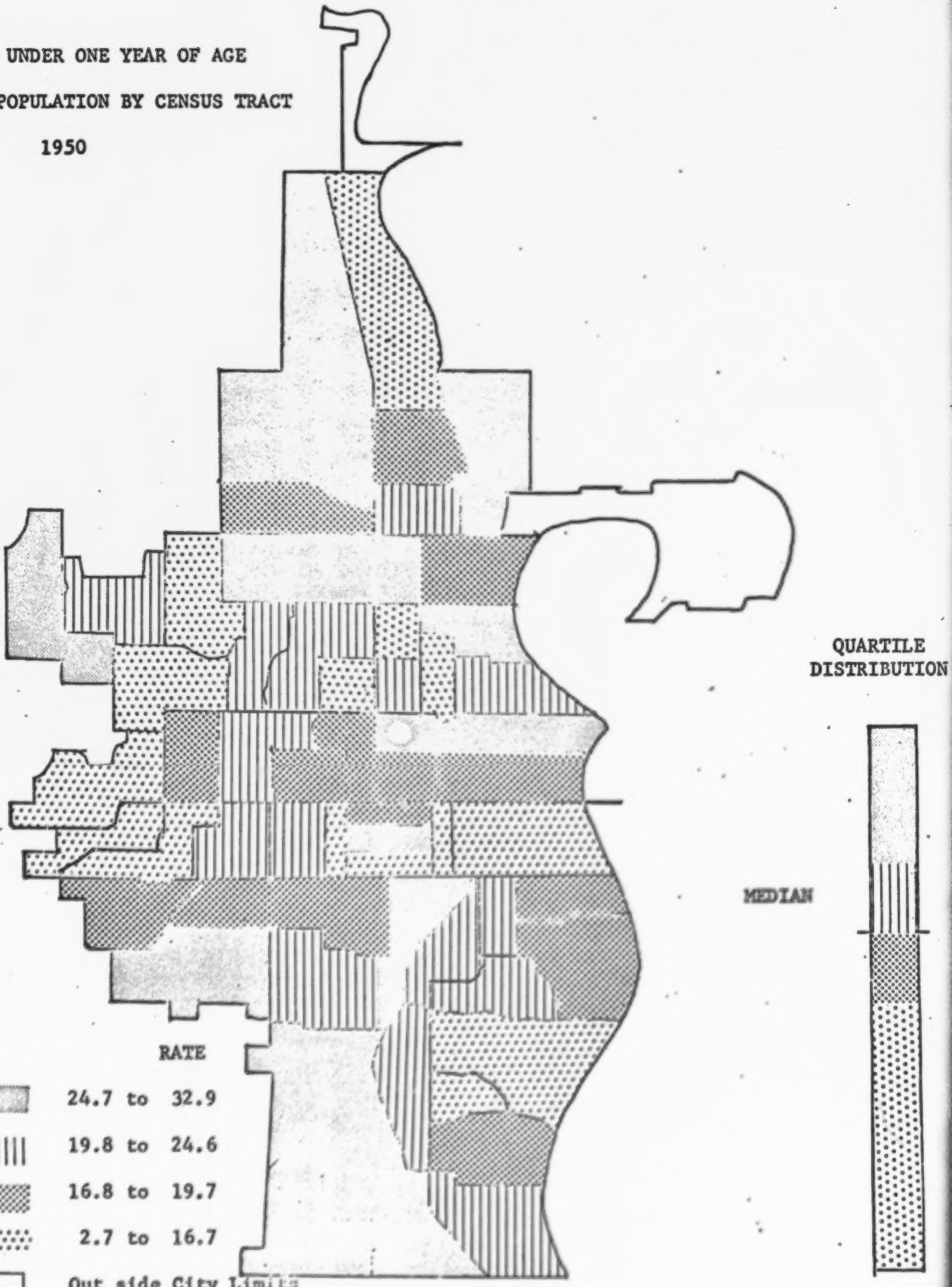
OMAHA POLICE DEPARTMENT

OMAHA, NEBRASKA 1950 CENSUS TRACT MAP

CHILDREN UNDER ONE YEAR OF AGE

ATE PER 1000 POPULATION BY CENSUS TRACT

1950



QUARTILE		RATE
1st	▒	24.7 to 32.9
2nd	▥	19.8 to 24.6
3rd	▩	16.8 to 19.7
4th	⠿	2.7 to 16.7
	☐	Out side City Limits

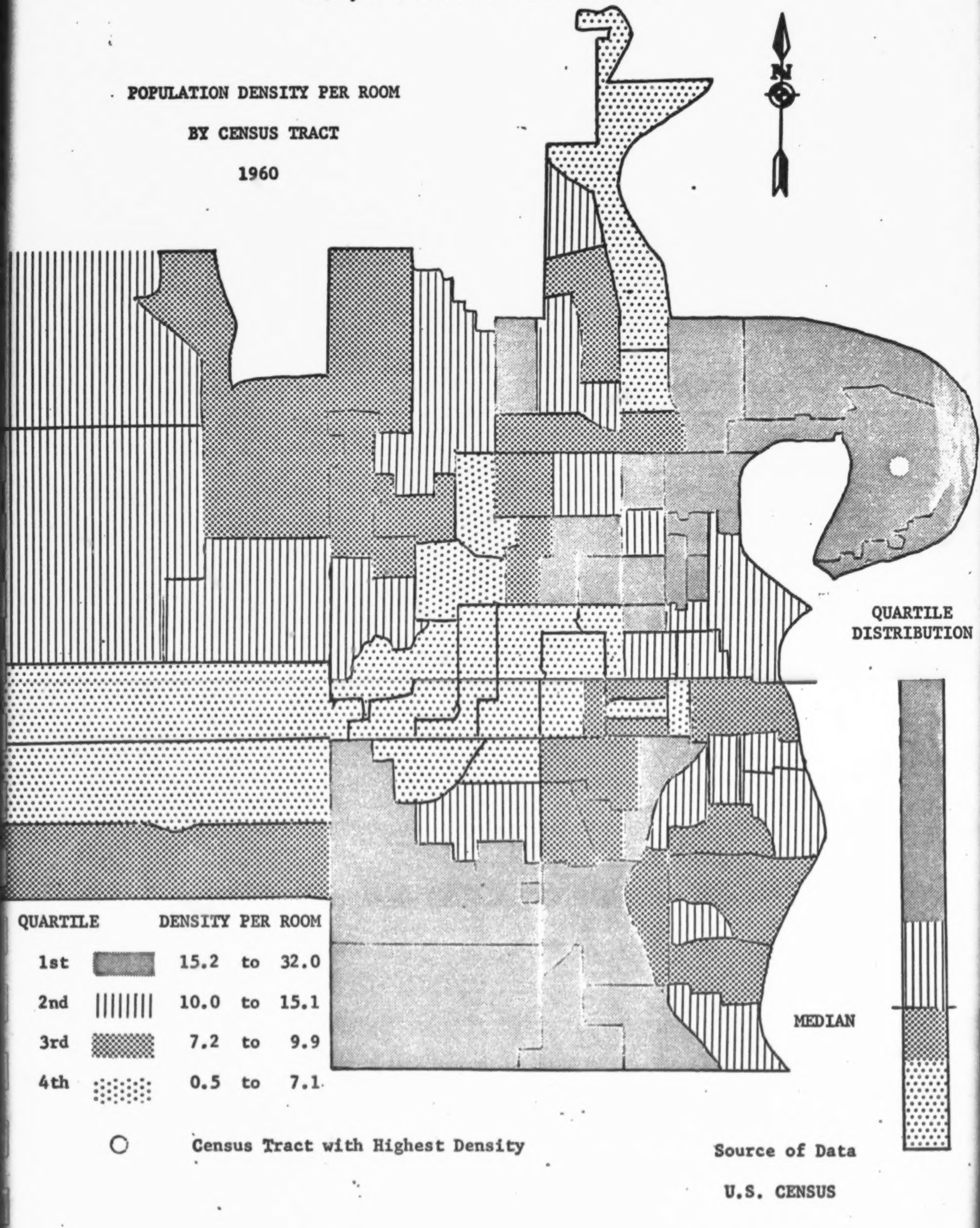
○ Census Tract with Highest Rate

Source of Data

OMAHA DOUGLAS COUNTY HEALTH DEPARTMENT

OMAHA, NEBRASKA 1960 CENSUS TRACT MAP

POPULATION DENSITY PER ROOM
BY CENSUS TRACT
1960


N
QUARTILE DISTRIBUTION
MEDIAN
QUARTILE DENSITY PER ROOM
1st ▨ 15.2 to 32.0
2nd ||||||| 10.0 to 15.1
3rd ▨ 7.2 to 9.9
4th ░ 0.5 to 7.1
○ Census Tract with Highest Density

Source of Data

U.S. CENSUS

OMAHA, NEBRASKA 1960 CENSUS TRACT MAP

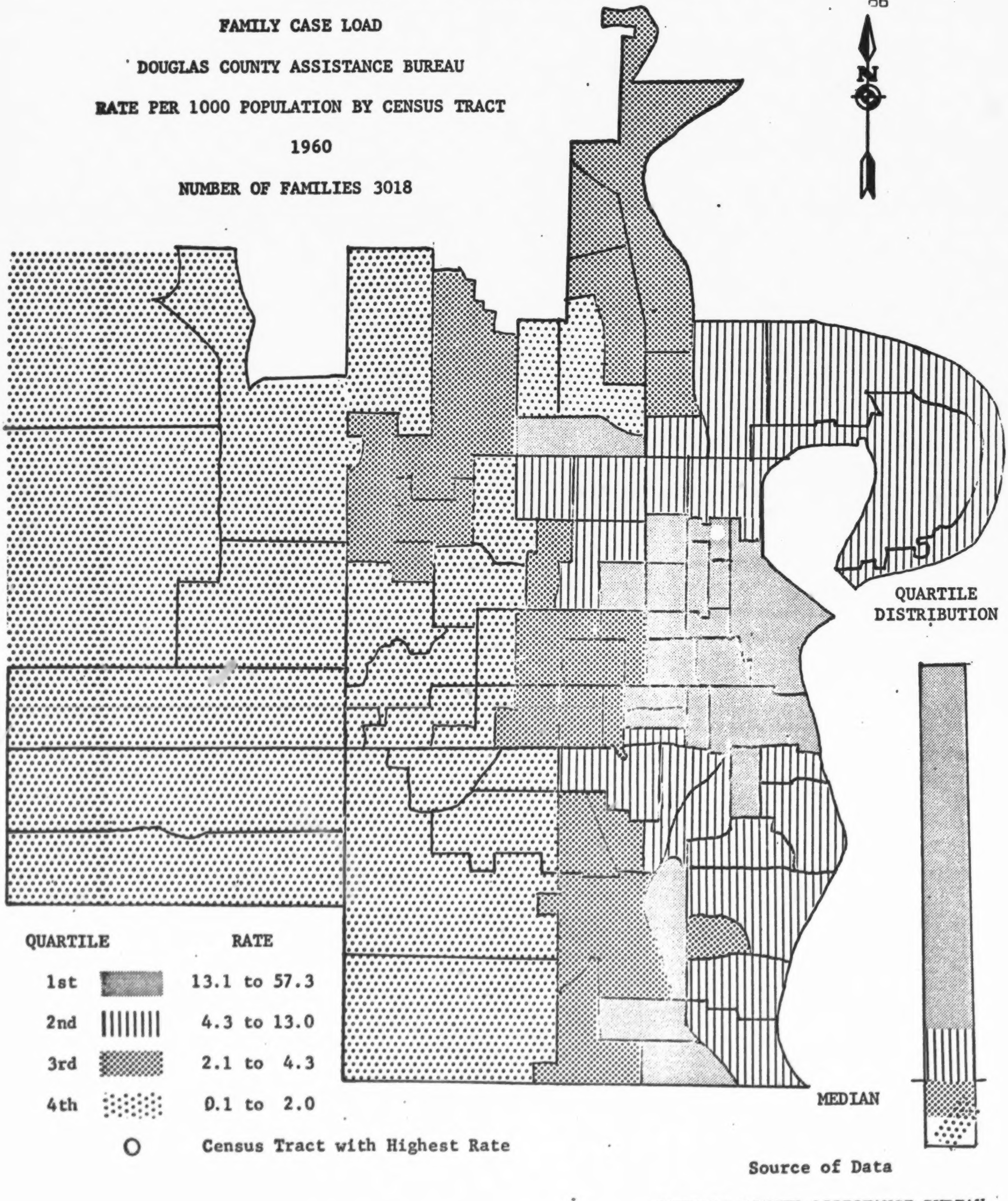
FAMILY CASE LOAD

DOUGLAS COUNTY ASSISTANCE BUREAU

RATE PER 1000 POPULATION BY CENSUS TRACT

1960

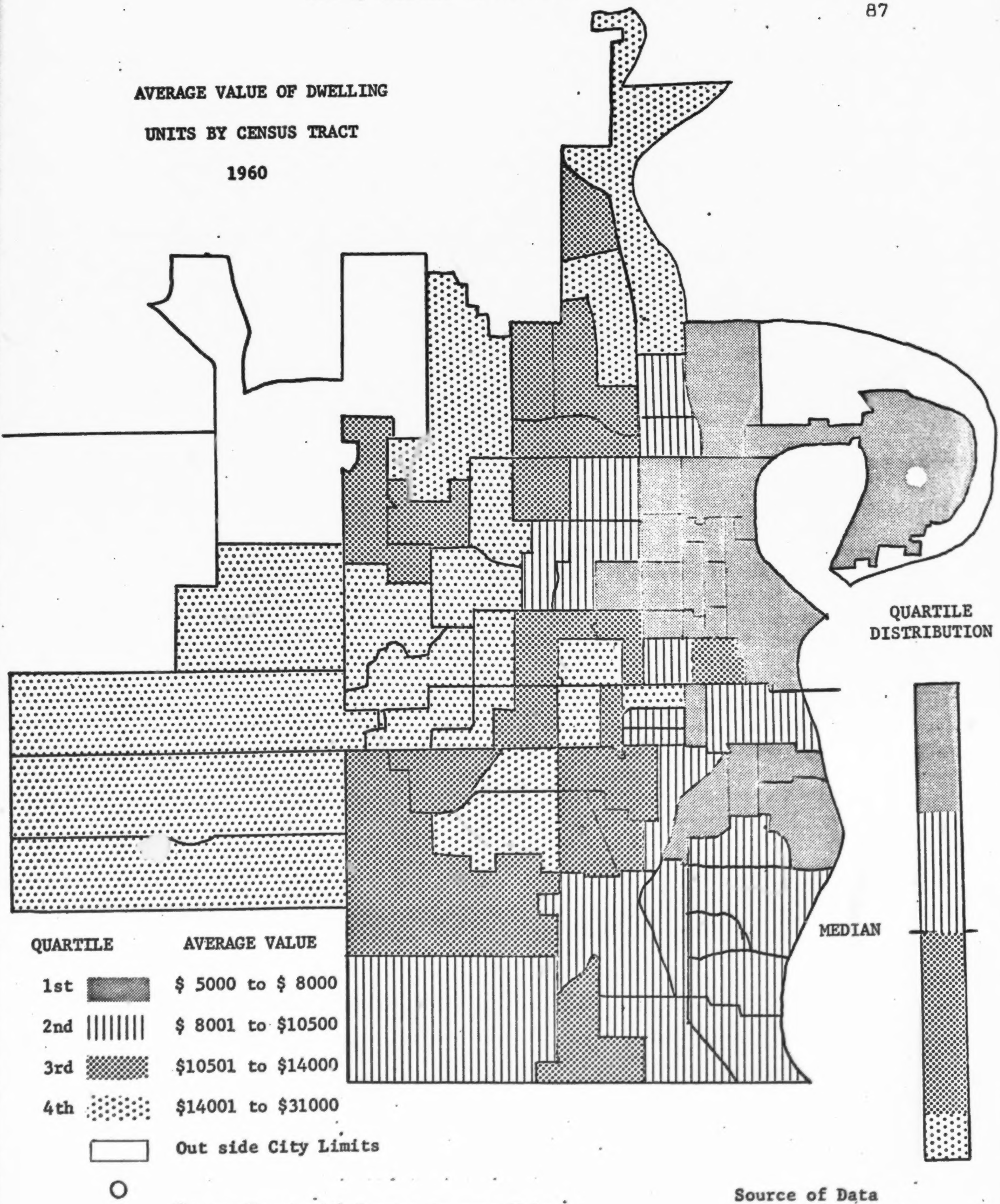
NUMBER OF FAMILIES 3018


N
QUARTILE DISTRIBUTION
MEDIAN
QUARTILE
RATE
1st 13.1 to 57.3
2nd 4.3 to 13.0
3rd 2.1 to 4.3
4th 0.1 to 2.0
○ Census Tract with Highest Rate

Source of Data

DOUGLAS COUNTY ASSISTANCE BUREAU

OMAHA, NEBRASKA 1960 CENSUS TRACT MAP

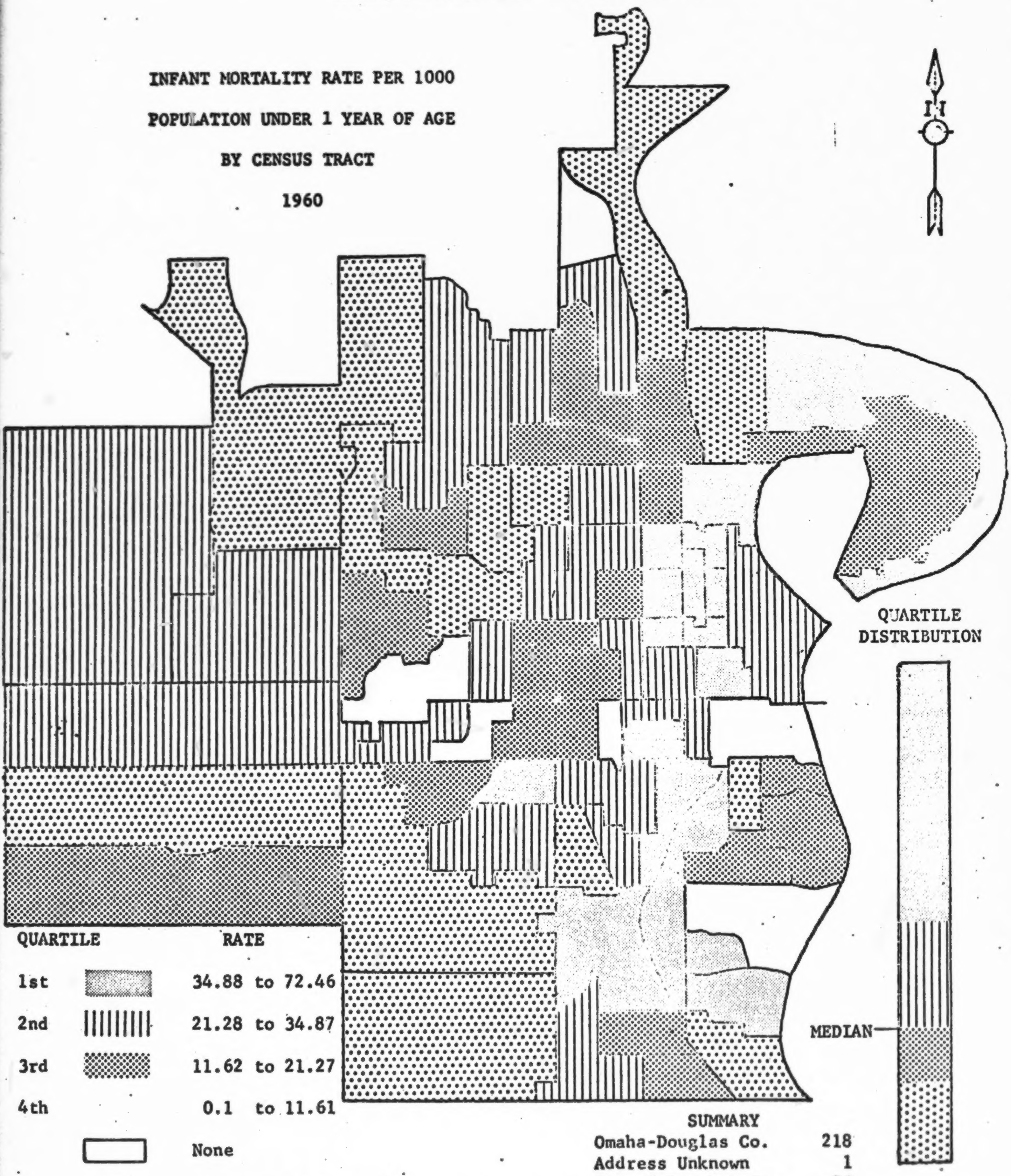

AVERAGE VALUE OF DWELLING UNITS BY CENSUS TRACT
1960
QUARTILE DISTRIBUTION
MEDIAN
QUARTILE
AVERAGE VALUE
1st ▨ $ 5000 to $ 8000
2nd ||||||| $ 8001 to $10500
3rd ▨ $10501 to $14000
4th ⁘ $14001 to $31000
☐ Out side City Limits
○ Census Tract with Lowest Average Value

Source of Data

U.S. CENSUS

OMAHA, NEBRASKA 1960 CENSUS TRACT MAP

INFANT MORTALITY RATE PER 1000
POPULATION UNDER 1 YEAR OF AGE
BY CENSUS TRACT
1960



QUARTILE		RATE
1st	▩	34.88 to 72.46
2nd	▥	21.28 to 34.87
3rd	▨	11.62 to 21.27
4th	░	0.1 to 11.61
	☐	None
	○	Census Tract with Highest Attack Rate

SUMMARY

Omaha-Douglas Co.	218
Address Unknown	1
Out of Douglas Co.	70
	289

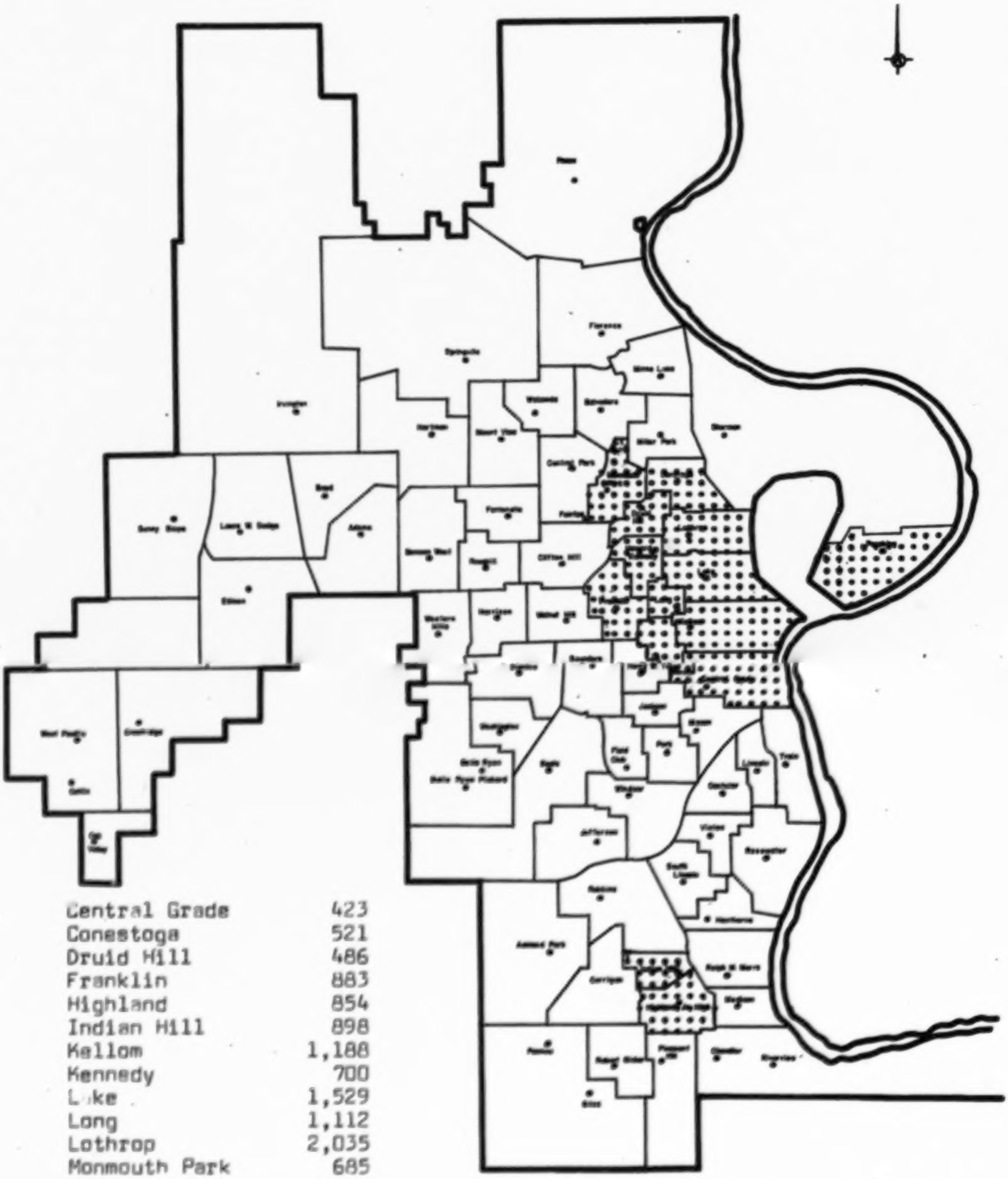
Source of Data
Omaha-Douglas County Health Department

LOCATION OF POVERTY CHILDREN

1966-67

District	School	Kdg	Ung	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public																
47	Central Grade	75		58	45	46	36	31	30							321
136	Conestoga		68				155	145	123							491
53	Druid Hill	99	10	94	95	98	87	81	62							626
60	Franklin	178		191	166	161	119	104	102							1,021
65	Highland	90		62	56	62	58	55	33							416
95	Indian Hill	110		108	91	73	57	73	62							574
70	Kellom	112	38	114	127	92	84	82	76							725
66	Kennedy	142	24	116	132	94	96	102	77							783
71	Lake	117		133	121	119										490
73	Long	95	10	122	70	87										384
74	Lothrop	198		213	200	199	197	183	141							1,331
79	Monmouth Park	116		74	96	78	66	75	75							580
102	Pershing	53		63	60	45	59	38	40	47	40					445
86	Saratoga	142		131	121	115	128	108	87							832
94	Webster	43		46	34	22	24	28	27							224
95	Indian Hill Jr.									141	127	104				372
374	Mann Jr.									383	385	317				1,085
384	Technical Jr.									370	375					745
334	Technical High											455	574	433	420	1,882
	Total	1570	150	1525	1414	1291	1166	1105	935	941	927	876	574	433	420	13,327
Non-Public																
244	Holy Angels			38	43	52	48	43	45	48	48					365
255	Sacred Heart			26	30	25	29	27	32	24	19	29	32	37	32	342
	Sharon			2	3	5	5									15
259	St. Anthony			39	20	19	32	19	29	21	18					197
260	St. Benedict			19	16	19	16	19	12	14	15					130
	St. Johns			21	21	16	20	15	13	13	16					135
	Total			145	133	136	150	123	131	120	116	29	32	37	32	1,184
Institutional Agencies																
	Boystown			2	3	8	15	25	58	108	122	158	146	152	110	907
	Creche Children's Home				(7 children attend Omaha Public Schools)											7
	Good Shepard Home											45	70	59	26	200
	Nebraska Children's Home Society				(22 children attend Omaha Public Schools)											22
	Uta Halee				(21 children attend Omaha Public Schools)											21
	Total			2	3	8	15	25	58	108	122	203	216	211	136	1,157
	TOTAL	1570	150	1672	1550	1435	1331	1253	1124	1169	1165	1108	822	681	588	15,668

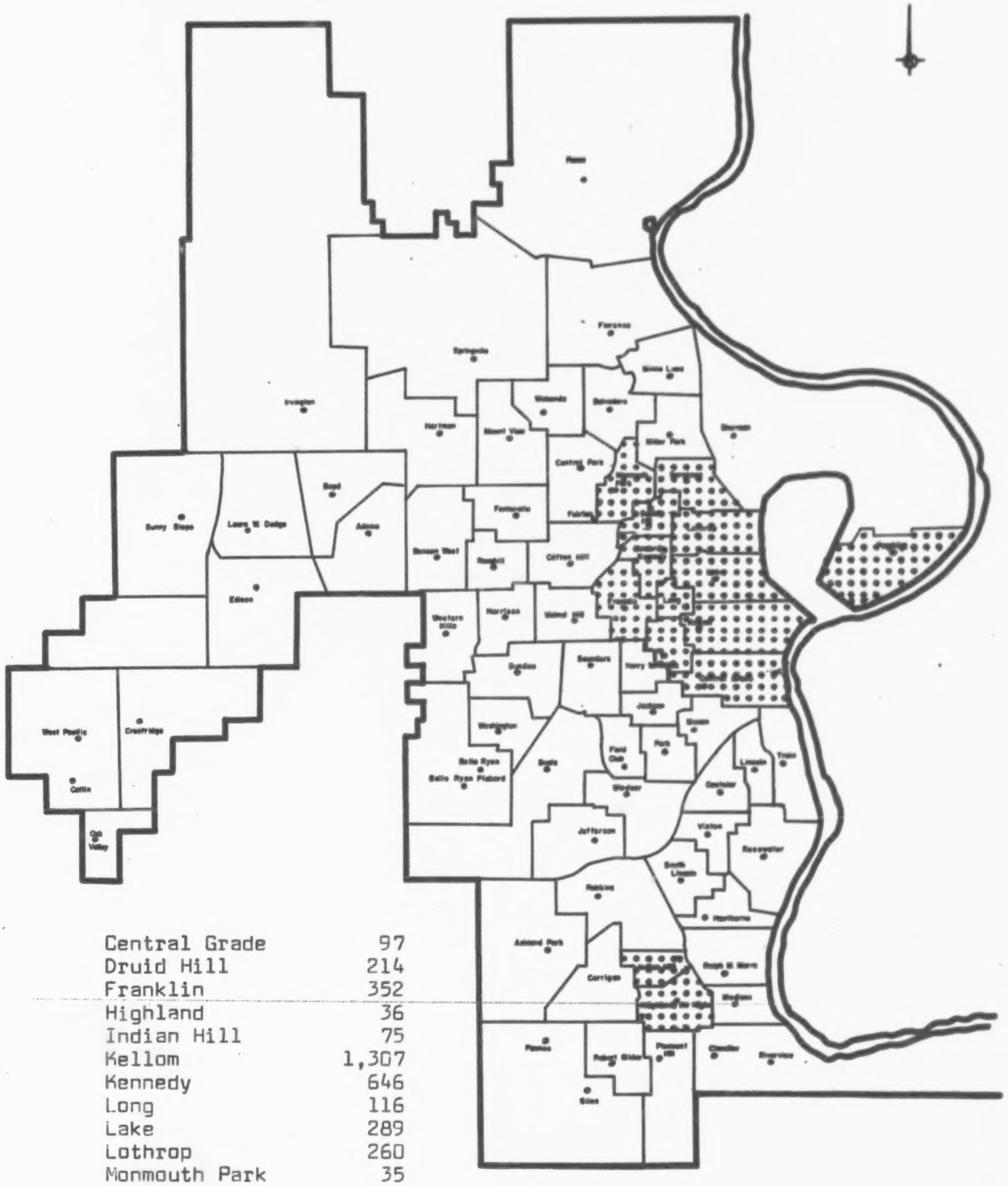
LOCATION OF POVERTY CHILDREN


Florence
Miller Park
Central Park
Adams
Clifton Hill
Belle Ryan

Central Grade	423
Conestoga	521
Druid Hill	486
Franklin	883
Highland	854
Indian Hill	898
Kellom	1,188
Kennedy	700
Lake	1,529
Long	1,112
Lothrop	2,035
Monmouth Park	685
Pershing	448
Saratoga	981
Webster	680
Mann Junior	458
Technical Jr.	548
Technical High	450

These figures include all children, public and non-public in the attendance area.

NUMBER OF ADC CHILDREN


Florence
Springville
Minne Lusa
Irvington
Belvedere
Hartman
Mount View
Miller Park
Central Park
Sunny Slope
Laura W. Dodge
Boyd
Adams
Fontenelle
Benson West
Rosehill
Clifton Hill
Edison
Western Hills
Walnut Hill
Dundee
Saunders
West Pacific
Crestridge
Catlin
Oak Valley
Washington
Belle Ryan
Field Club
Jackson
Park
Lincoln
Windsor
Castelar
Jefferson
Vinton
Rosewater
South Lincoln
Robbins
Hawthorne
Ashland Park
Corrigan
Madison
Pawnee
Pleasant Hill
Giles
Chandler
Riverview

Central Grade	97
Druid Hill	214
Franklin	352
Highland	36
Indian Hill	75
Kellom	1,307
Kennedy	646
Long	116
Lake	289
Lothrop	260
Monmouth Park	35
Pershing	260
Saratoga	40
Webster	64
	3,642

Research Department - September 1968

The following is the rank of the schools on the Standard Achievement Test in the Omaha Public Schools District from the bottom of the achievement levels.

		Grade 3	Grade 4	Grade 5	Grade 6	Total
1.	Lothrop	1	3	3	1	8
2.	Long-Conestoga	2	1	2	4	9
3.	Conestoga-Long-Lake	3	1	2	4	10
4.	Conestoga-Lake	4	1	2	4	11
5.	Druid Hill	6	2	1	2	11
6.	Kellom	5	5	5	3	18
7.	Kennedy	3	5	6	7	21
8.	Franklin	9	6	5	6	26
9.	Pershing	8	4	7	8	27
10.	Saratoga	11	8	4	12	35
11.	Indian Hill	10	17	8	5	40
12.	Webster	7	11	10	14	42
13.	Monmouth Park	16	16	13	10	55
14.	Highland	12	10	17	18	57
15.	*Central Grade	27	7	28	17	79

*Includes Day Care Center pupils.

HOUSING AUTHORITY
OF THE
CITY OF OMAHA

710 NORTH 20TH STREET
OMAHA, NEBRASKA 68102
PHONE 344-7280

August 8, 1966

Omaha Public Schools
3902 Davenport Street
Omaha, Nebraska 68131

Dear Sir:

Enclosed herewith is a tabulation showing the number and age of children living in our projects. The column labeled 1-1 is the South Side Terrace Homes Project, the column labeled 1-2,6 is the Logan Fontenelle Homes Project and the column labeled 1-3,4,5 are the Hilltop, Spencer and Pleasant View Homes Projects.

I hope that this will be of some benefit to you and if I can be of further assistance, please do not hesitate to contact me.

Sincerely yours,

CHARLES E. DENTON
Executive Director.

94
25
119

Number of Children Living in Federal Housing Projects

CENSUS TAKEN APRIL 1965

	South Side Terrace Homes Project		Logan Fontenelle Homes Project		Hilltop, Spencer, Pleasant View Homes Projects	
	1 - 1		1 -2, 6		1 - 3,4,5	
AGES	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
5	26	29	28	19		
6	20	24	29	39		
7	17	19	26	19		
8	16	8	19	22	183	180
9	16	14	20	13		
10	12	14	20	20		
11	17	4	12	14		
12	10	12	7	12	73	61
13	20	9	8	8		
14	4	11	10	12		
15	7	11	10	10		
16	10	6	4	6	52	52
17	8	8	4	4	(17-21)21	18 (17-21)
	183	169	197	198	329	311

South Side	Logan Fontenelle	Hilltop, Spencer, Pleasant View
183	197	329
169	198	311
352	395	640

PART VI

ASSURANCES

'Uta Halee

... HOME FOR GIRLS, INC.

Telephone 453-0803
10625 Calhoun Road
Box 34 Florence Station
Omaha, Nebraska 68112

SPONSORED BY THE OMAHA COUNCIL OF UNITED CHURCH WOMEN

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Mrs. Gale T. Tucker
Mr. R. C. Walther

Mr. Harold L. Snow
Executive Director

October 2, 1967

Mr. Donald Warner
Board of Education Annex
3918 Jones St.
Omaha, Nebraska 68131

Dear Mr. Warner:

Thank you very much for the opportunity to participate in the meetings about the Title I program and proposal which you are submitting for approval. The proposal meets with our approval and we can certainly use any of the services to which we are entitled.

Thank you for your consideration and cooperation.

Very truly yours,

Harold L. Snow
(kg)

Harold L. Snow
Executive Director

HLS:kg

Trustees

DUDLEY O. ALLER
Omaha
TRACY J. PEYCKE
Omaha
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Tekamah
DR. J. P. DONELAN
Omaha
GENE H. TALLMAN
Lincoln
PHILLIP H. VOGT
Omaha
LEE HIGHTOWER
Omaha
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JOSEPH EMMERT
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McCook
JOHN JIRDON
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LYMAN STUCKEY
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CHARTERED SEPTEMBER 1893

Building futures and providing homes and
opportunities for Nebraska's orphaned children—statewide

Nebraska Children's Home Society

3549 FONTENELLE BOULEVARD · PHONE 451-0787 · OMAHA, NEBRASKA 68104

WILLIAM J. BAIRD President	D. M. EDGERLY First Vice-President	CHARLES A. RASMUSSEN Second Vice-President	HENRY R. ROOSE Secretary	F. W. THOMAS Treasurer	RANDALL C. BIART Executive Director

August 30, 1967

Mr. Don Warner
Board of Education Annex
3819 Jones Street
Omaha, Nebraska 68131

Dear Mr. Warner:

Thank you very much for the opportunity to participate in the discussions of the Title I Program and the proposal which you are submitting for approval.

Sincerely,

NEBRASKA CHILDREN'S HOME SOCIETY

Randall C. Biart
Executive Director

RCB:vmc

VERY REV. MSGR. R. C. ULRICH
SUPERINTENDENT

REV. ANTHONY A. PETRUSIC
ASSISTANT SUPERINTENDENT

TELEPHONE: 558-3100

Office of Superintendent of Schools
ARCHDIOCESE OF OMAHA
100 NORTH 62ND STREET
Omaha, Nebraska 68132

September 11, 1967

Dr. Owen A. Knutzen, Superintendent
Omaha Public Schools
3902 Davenport Street
Omaha, Nebraska

Dear Dr. Knutzen,

The Catholic schools of the Archdiocese of Omaha wish to endorse the Multiple Activities Program proposed under Title I of the Elementary and Secondary Education Act by the School District of the City of Omaha.

The Catholic schools have participated in the planning of these projects and feel that the students and teachers of the non-public schools in the impoverished area will benefit from these projects.

Sincerely,

R. C. Ulrich

Rt. Rev. Msgr. R. C. Ulrich
Superintendent

Girls Town
home of the Good Shepherd
[illegible] South 40th Street • Omaha Nebraska 68105 • Telephone (402) 345-331

8/7/67

Dear Mr. Warner,

During summer our school participated in Title I (since we have delinquent girls only) to the extent allowed in view of the restrictions. We have participated in meetings and have been regularly informed.

The help we have been given is satisfactory in that we know Omaha Public Schools have honestly done their best and we have profited by this.

Sincerely yours,
Sr. M. Dominic
Principal

GIRLS TOWN ADVISORY BOARD

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Gerald E. Sawall

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A MASTER PLAN FOR
GIRLS TOWN
OMAHA NEBRASKA
(a dream for tomorrow)

FOR HOMELESS ABANDONED BOYS REGARDLESS OF RACE OR CREED

"He ain't heavy, Father
... he's m' brother"

THE ORIGINAL BOYS TOWN
ESTABLISHED 1917
FATHER FLANAGAN'S BOYS' HOME
FATHER NICHOLAS H. WEGNER, DIRECTOR
BOYS TOWN, NEBRASKA

August 4, 1967

Dr. Donald Warner
Board of Education Annex
3918 Jones Street
Omaha, Nebraska 68131

Dear Dr. Warner:

Thank you very much for the opportunity to participate in the discussions of the Title I program and the proposal which you are submitting for approval. The proposal appears to be well conceived and should provide an abundance of opportunities for the children and teachers in the Omaha School District. The Boys Town schools will make the most of the opportunities to participate in the Title I program within the limitations set forth in the Legislative Act.

We will be looking forward to attending the next meeting.

Sincerely yours,

Harold Crawford
Harold Crawford
Superintendent of Schools

• YOUR CONTRIBUTION IS AN ALLOWABLE INCOME TAX DEDUCTION •
WE EMPLOY NO SOLICITORS OR FUND-RAISING ORGANIZATION – WE PAY NO COMMISSIONS